

Excellence in Kombination mit university, higher education

Titelsuche excellence, university, Auswahl neueste 50 von 279	3
Searching: EconLit with Full Text, Education Research Complete, SocINDEX with Full Text, ERIC	3
EBSCOhost Search.....	3
<i>Search Results: 1 - 50 of 279</i>	3
The prevalence of service excellence and the use of business process improvement methodologies in Australian universities.	3
Excellence in university assessment: learning from award-winning practice.	3
University leaders push for Europe-wide excellence initiative.....	3
Excellence of Universities versus Autonomy, Funding and Accountability.....	4
Emphasizing excellence and diversity cues on university websites: Additive or interactive effects on prospective students' psychological reactions?	4
James Madison University: Reflections on Sustained Excellence in Assessment.	5
The Promise of an All-In-One Assessment System for Student Learning Outcomes: Bowling Green State University's Excellence in Assessment Designation (EIA).....	5
Racial Reconciliation and Inclusive Excellence at Church-Related Colleges and Universities.	5
Effects of German Universities' Excellence Initiative on Ability Sorting of Students and Perceptions of Educational Quality.....	6
Resources allocation in Chinese universities: hierarchy, academic excellence, or both?	6
Can BRICS Build Ivory Towers of Excellence? Giving New Meaning to World-Class Universities	6
Excellence in university assessment: learning from award-winning practice, by David Carless.	7
Creating and Sustaining a Culture of Excellence: Insights From Accomplished University Team-Sport Coaches.....	7
Regional Effects of University Funding: Excellence at the Cost of Regional Disparity?	8
A Recruiter of Excellence: A student at Central Washington University looks back at her Collegiate successes and forward to student-teaching.....	8
THE UNIVERSITY OF TEXAS AT AUSTIN INSTITUTE FOR ORGANIZATIONAL EXCELLENCE	9
Universities opt in to the Teaching Excellence Framework.	9
Competency-Based Education: Capella University's Excellence in Assessment Profile.....	9
Excellence and Gender Equality Policies in Neoliberal Universities.	9
Effective University Leadership as Predictor of Academic Excellence in Southern Nigerian Universities	10
THE ACADEMIC EXPERIENCES OF GRADE 12 TOP ACHIEVERS IN MAINTAINING EXCELLENCE IN FIRST-YEAR UNIVERSITY PROGRAMMES.....	10
Excellence in university academic staff evaluation: a problematic reality?.....	11
Excellence in University assessment: learning from award-winning practice.	11
Funding in English Universities and its relationship to the Research Excellence Framework.	12
University Merging Process: A Guideline Proposal for Excellence-Enhancing.....	12
Professional Development Amid Change: Fostering Academic Excellence and Faculty Productivity at Teaching-Intensive Universities.....	13
Partnership for Excellence: Medicine at the University of Toronto and Academic Hospitals.	13
David Carless: Excellence in university assessment: learning from award-winning practice.	14
University Academic Excellence and Language Policy: A Case of Russia	14
Focus excellence drives on systems, not universities, expert says.....	14
Excellence in University Assessment: Learning from award-winning practice,	15
Evaluating university-industry collaboration: the European Foundation of Quality Management excellence model-based evaluation of university-industry collaboration.	15
The birth of university affiliated early childhood centres of excellence: investing in children, families and communities.....	15
The academic in the University of Excellence: The need to construct the 'paraversity' using the web.	16
ETA SIGMA GAMMA The National Health Education Honorary Presents its 2015 Chapter Excellence Award to Gamma Rho Chapter Truman State University.....	16
Initiatives for Change in Korean Higher Education: Quest for Excellence of World-Class Universities.....	16
What's the Future of Public Higher Education? A Review Essay on Gary C. Fethke and Andrew J. Policano's Public No More: A New Path to Excellence for America's Public Universities.....	17
Alignment of University Information Technology Resources With the Malcolm Baldrige Results Criteria for Performance Excellence in Education: A Balanced Scorecard Approach.	17
Excelencia o pertinencia: para dónde van las ciencias sociales en la Universidad de los Andes.	18
Academic Capitalism: Universities in the Global Struggle for Excellence.	18
The HIV and AIDS Epidemic and the Challenge Posed to University Education Excellence in Sub-Saharan Africa.....	18
Educational Leadership in Teaching Excellence: The University of Guelph EnLITE Program	19
The Evaluation of Performance Excellence of University	20
Cross National Comparisons of Excellence in University Mathematics Instructors.....	20
Historically Black Colleges and Universities Can Promote Leadership and Excellence in STEM (Editor's Commentary).	21
The Road to Academic Excellence: The Making of World-Class Research Universities.	21
Discovering the Past in the Panama Canal Center of Excellence at the University of Florida.	21
Long Island University Professor Wins Excellence in Teaching Award Filed in Honors & Awards on May 3, 2013.....	22
The Road to Academic Excellence: The Making of World-Class Research Universities.	22
The Male Initiative on Leadership and Excellence (MILE) and Its Impact on Retention and Persistence of Black Men at Historically Black Colleges and Universities (HBCUs)	22

Titelsuche excellence, higher education, Auswahl neueste 50 von 233	23
Searching: EconLit with Full Text, Education Research Complete, SocINDEX with Full Text, ERIC	23
EBSCOhost Search.....	23
Search Results: 1 - 50 of 233	23
Metrics and methodologies for measuring teaching quality in higher education: developing the Teaching Excellence Framework (TEF)	23
Universal Global Learning, Inclusive Excellence, and Higher Education's Greater Purposes.....	23
EXCELLENCE MODEL FOR SUSTAINABLE CONVERGENCE IN THE EU HIGHER EDUCATION.....	24
Employability and higher education: the follies of the 'Productivity Challenge' in the Teaching Excellence Framework.	24
Teaching excellence in higher education: critical perspectives.....	25
What makes an excellent lecturer? Academics' perspectives on the discourse of 'teaching excellence' in higher education. East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA) A Case for Internationalisation and Higher Education Engagement.	25
Rankings and the Reshaping of Higher Education: the Battle for World-Class Excellence.	26
Underpinning excellence in higher education – an investigation into the leadership, governance and management behaviours of high-performing academic departments.	26
Exploring Public Relations Excellence and Integrated Marketing Communications at Private, Nonprofit Higher Education Institutions	26
India of Ideas: Mapping the Status of Higher Education in India and Mobilizing Discourse towards a Quest for Equity and Excellence	27
Giving to Excellence: Generating Philanthropic Support for UK Higher Education. Ross-CASE Report 2016	27
Preparing Future Leaders in Higher Education: Excellence Practices from Staff to Mid-Level Management Role Transitions.....	28
Mentoring Excellence in the Kinesiology Academy. National Association of Kinesiology in Higher Education 35th Dudley Allen Sargent Commemorative Lecture 2016.....	29
Excellence for All: A Nietzschean-inspired approach in professional higher education.....	29
Rethinking Excellence: Black Male Success and Academic Values in Higher Education.....	30
Engaging for Excellence: Alumni Relations Programmes in European Higher Education. ICARS Report 2016	30
Design Principles for Equity and Excellence at Hispanic-Serving Institutions. PERSPECTIVAS: Issues in Higher Education Policy and Practice. Issue No. 4, Spring 2015.....	30
Defining and Measuring Teaching Excellence in Higher Education in the 21st Century.	31
Initiatives for Change in Korean Higher Education: Quest for Excellence of World-Class Universities.....	31
Leadership Practices for Interfaith Excellence in Higher Education.	32
What's the Future of Public Higher Education? A Review Essay on Gary C. Fethke and Andrew J. Policano's Public No More: A New Path to Excellence for America's Public Universities.....	32
Fairness in Access to Higher Education in a Global Perspective: Reconciling Excellence, Efficiency, and Justice.....	33
Considering Teaching Excellence in Higher Education: 2007-2013. A Literature Review since the CHERI Report 2007. HEA Research Series.....	33
Inclusion, innovation and excellence: Higher education in South Africa and its role in social development.....	33
In Pursuit of Excellence? Discursive Patterns in European Higher Education Research.....	34
Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education (2nd ed.).	34
Teaching Excellence in Higher Education.....	35
The Times Higher Education ranking product: visualising excellence through media.	35
Advancing Higher Education as a Field of Study: In Quest of Doctoral Degree Guidelines--Commemorating 120 Years of Excellence	35
Fairness in Access to Higher Education in a Global Perspective Reconciling Excellence, Efficiency, and Justice.....	36
Institutional Research in the Future: Challenges Within Higher Education and the Need for Excellence in Professional Practice.....	37
Excellence in Business Education (A "FRUCE" Model for Higher Education Commission-Recognized Business Schools in Pakistan).....	37
Rankings and the reshaping of higher education: the battle for world-class excellence, by Ellen Hazelkorn.	38
The Dilemma and Solutions for the Conflicts Between Equality and Excellence in the Massification of Higher Education in Taiwan.	38
Diversity and Excellence in Higher Education: Is There a Conflict?	38
Promotion of Teaching Excellence in Higher Education: A Comparison of the Australian and New Zealand Approaches.	39
Impact of Excellence Programs on Taiwan Higher Education in Terms of Quality Assurance and Academic Excellence, Examining the Conflicting Role of Taiwan's Accrediting Agencies	39
Ellen Hazelkorn, rankings and the reshaping of higher education: the battle for world-class excellence, Palgrave Macmillan, 2011.	40
The Promotion of Teaching Excellence in Higher Education: A Comparison of the Australian and New Zealand Approaches	40
Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence.....	40
Catholic Schools as Schools of Academic Excellence: A Summary of the Third Catholic Higher Education Collaborative Conference Proceedings.....	41
Rankings and the reshaping of higher education: the battle for world class excellence.....	41
Higher Education Research and the Scholarship of Teaching and Learning: The Pursuit of Excellence.	41
Building Excellence in Higher Education: An Overview of Faculty Participation in Mumbai City, India.....	42
Evaluation of the Centres of Excellence in Higher Education.	42
Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence.....	43
Preparing an Application for a Higher-Education Teaching-Excellence Award: Whose Foot Fits Cinderella's Shoe?	43
Higher Education in Russia in the Twenty-first Century: Searching for Excellence.	44
Excellence and Diversity: The Emergence of Selective Admission Policies in Dutch Higher Education--A Case Study on Amsterdam University College. Research & Occasional Paper Series: CSHE.15.10	44

Titelsuche excellence, university

Auswahl neueste 50 von 279

Searching: EconLit with Full Text, Education Research Complete, SocINDEX with Full Text, ERIC

EBSCOhost Search

Search Results: 1 - 50 of 279

Result List

- 1.

[The prevalence of service excellence and the use of business process improvement methodologies in Australian universities.](#)

Academic Journal

By: Ciancio, Sharone. Journal of Higher Education Policy & Management. Apr2018, Vol. 40 Issue 2, p121-139. 19p. 4 Charts, 5 Graphs. Abstract: Service transformation is an increasingly common pursuit in the higher education sector, with **university** strategic plans frequently featuring a service excellence objective and the adoption of leaner and more sustainable service models. Previous studies agree that service **excellence** is intentional not incidental, and systematic not ad-hoc in nature, requiring a planned and structured approach with consistent and repeatable experiences. This study analysed public documents to discover the **universities** engaged in service **excellence** and efficiency endeavours and the prevalence of business process improvement (BPI) methodologies as a tool for this purpose. It is concluded that **universities** are increasingly focused on service **excellence**, institutional sustainability and BPI methodologies to enable institutional strategic objectives. The study suggests that future studies could focus on investigating and gaining primary evidence on the progress and success of **universities** in the service **excellence** and BPI space. [ABSTRACT FROM AUTHOR] DOI: 10.1080/1360080X.2018.1426372. (AN: 127940280), Database: Education Research Complete

Subjects: Higher education; **University** & college administration; Sustainability; Business process management; **Universities** & colleges -- Australia



- 2.

[Excellence in university assessment: learning from award-winning practice.](#)

Review

By: Carver, Mark; Wilder, Kimberly. Assessment & Evaluation in Higher Education. Mar2018, Vol. 43 Issue 2, p339-340. 2p. DOI: 10.1080/02602938.2017.1328814. (AN: 126614341), Database: Education Research Complete

Subjects: Educational evaluation; Nonfiction; **Excellence in University** Assessment: Learning From Award-Winning Practice (Book); Carless, David



- 3.

[University leaders push for Europe-wide excellence initiative.](#)

Periodical

By: Bothwell, Ellie. Times Higher Education. 2/15/2018, Issue 2344, p6-7. 2p. (AN: 128038219), Database: Education Research Complete

Subjects: Educational leadership; Government aid to higher education; Educational innovations; European Union; **Universities & colleges -- Europe**



-
- 4.

Excellence of Universities versus Autonomy, Funding and Accountability.

Academic Journal

By: Michavila, Francisco; Martinez, Jorge M. European Review. Feb2018 Supplement, Vol. 26 Issue S1, pS48-S56. 1p. Abstract: **Universities** see a need for major changes in their organisational structures and functioning to be able to respond adequately to current social expectations. A greater provision of funds and an increase of **university** autonomy are priorities of today's **university** policy. This article presents the results of relating **excellence** and autonomy through data from the Academic Ranking of World **Universities** of the **University** of Shanghai and the indicators developed by the European **University** Association for four types of **university** autonomy: organisational, academic, staffing and financial. [ABSTRACT FROM AUTHOR] DOI: 10.1017/S1062798717000539. (AN: 128080847), Database: Education Research Complete

Subjects: **University** autonomy; Educational accountability; Organizational structure; GOVERNMENT policy; **Universities & colleges -- Finance**; European **University** Association; **Universities & colleges**



-
- 5.

Emphasizing **excellence** and diversity cues on **university** websites: Additive or interactive effects on prospective students' psychological reactions?

Academic Journal

By: Ihme, Toni Alexander; Stürmer, Stefan. Journal of Applied Social Psychology. Feb2018, Vol. 48 Issue 2, p59-70. 12p. 4 Color Photographs, 3 Diagrams, 5 Charts. Abstract: A series of three web-based scenario experiments investigated how emphasizing **excellence** and/or diversity on **university** websites affects students' psychological reactions toward the advertising institution. Our findings form a robust pattern suggesting that emphasizing **excellence** and emphasizing diversity have additive (rather than interactive or mutually interfering) effects. Two studies (*N* = 346 and *N* = 128) showed that the effects of emphasizing **excellence** and diversity arise from different psychological processes related to important aspects of student applicants' expectations about how well they "fit in" and how well the institution will meet their needs. Study 3 (*N* = 363), using a within-subject design, further corroborated that participants preferred **universities** whose websites emphasized both **excellence** as well as diversity. Practical implications and directions for future research are discussed. [ABSTRACT FROM AUTHOR] DOI: 10.1111/jasp.12490. (AN: 128033283), Database: SocINDEX with Full Text

Subjects: Academic achievement; Diversity in education; College student recruitment; Advertising campaigns; Advertising & psychology; College bound students; College applicants



-
- 6.

James Madison **University**: Reflections on Sustained **Excellence** in Assessment.

Academic Journal

By: Fulcher, Keston H.; Sanchez, Elizabeth R. H. Assessment Update. Jan2018, Vol. 30 Issue 1, p1-16. 4p. DOI: 10.1002/au.30118. (AN: 128109167), Database: Education Research Complete

Subjects: Educational evaluation; Higher education; Critical thinking; Curricula (Courses of study); James Madison **University** (Harrisonburg, Va.); Quantitative research



-
- 7.

The Promise of an All-In-One Assessment System for Student Learning Outcomes: Bowling Green State **University's Excellence** in Assessment Designation (EIA).

Academic Journal

By: Matuga, Julia M.; Turos, Jessica M. Assessment Update. Jan2018, Vol. 30 Issue 1, p4-15. 3p. DOI: 10.1002/au.30120. (AN: 128109169), Database: Education Research Complete

Subjects: Educational evaluation; Teacher-student relationships; Student participation; College campuses; Bowling Green State **University**



-
- 8.

Racial Reconciliation and Inclusive **Excellence** at Church-Related Colleges and **Universities**.

Academic Journal

By: Allen, Todd; Custer, Dan. Christian Higher Education. Jan-Apr2018, Vol. 17 Issue 1/2, p81-96. 16p. Abstract: In recent years, the topic of multiculturalism has often been a divisive issue. Although some argue that highlighting particularities allows for richer and more productive dialogue across differences, others choose to emphasize humankind's similarities with the belief that this focus on commonalities will create a greater sense of unity. This article addresses how Christian colleges and **universities** can enter this conversation using the ideology of reconciliation and the framework of inclusive **excellence** to offer a way forward. The authors conclude with remarks on the characteristics of inclusively excellent institutions as well as recommendations for action. [ABSTRACT FROM AUTHOR] DOI: 10.1080/15363759.2018.1404818. (AN: 127071631), Database: Education Research Complete

Subjects: Multicultural education; Christian education; Education -- Religious aspects -- Christianity; Church schools; Multiculturalism -- Religious aspects -- Christianity



-
- 9.

Academic Journal

Title:

Effects of German Universities' Excellence Initiative on Ability Sorting of Students and Perceptions of Educational Quality

Author: Fischer, Mira; Kampkötter, Patrick

Author Affiliation: U Cologne; Eberhard Karls U Tuebingen

Source: Journal of Institutional and Theoretical Economics, December 2017, v. 173, iss. 4, pp. 662-87

Publication Date: December 2017

Abstract: We investigate potential spillover effects from the German **Excellence** Initiative on **university** education. Using data from a representative student survey, we find that winning the competition allows **universities** to enroll significantly better high-school graduates in three subsequent admission terms. We then investigate a possible channel explaining the effect on admissions by studying whether the **excellence** label improves students' perception of educational quality. We find that the label significantly improves students' ratings of a **university's** educational quality and their job market expectations immediately following the award. However, ratings largely return to previous levels when students are surveyed three years later, although the status persists.

ISSN: 09324569

Publication Type: Journal Article

Update Code: 20180227

AN: 1686258, Database: EconLit with Full Text

Subjects: Analysis of Education ; Higher Education; Research Institutions ; Returns to Education ; Human Capital; Skills; Occupational Choice; Labor Productivity



-
- 10.

Resources allocation in Chinese **universities**: hierarchy, academic **excellence**, or both?

Academic Journal

By: Ying, Qianwei; Fan, Yongmao; Luo, Danglun; Christensen, Tom. Oxford Review of Education. Dec2017, Vol. 43 Issue 6, p659-676. 18p. 11 Charts, 3 Graphs. Abstract: Scholars are aware that the higher education sector in China is highly affected by its administrative system, but the questions of how and to what extent the Chinese administrative system impacts academic resources allocation have yet to be answered. By examining the empirical data from 2003 to 2010 of China's National Excellent Doctoral Dissertations Award, this article finds that the hierarchical position of doctoral advisors who hold a **university** or college post will have an important influence on academic resources allocation, although these advisors are professors with high academic ability. This article also finds an interaction effect between advisors' hierarchical position and students' academic abilities in influencing the decisions on the award. Overall, the Chinese case digs rather deep into the increasing hierarchisation of academic life and science. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/03054985.2017.1295930. (AN: 126248429), Database: Education Research Complete

Subjects: **UNIVERSITIES** & colleges; **Universities** & colleges; GOVERNMENT policy; Academic achievement; Higher education; Resource allocation; Hierarchies



-
- 11.

Can BRICS Build Ivory Towers of **Excellence**? Giving New Meaning to World-Class **Universities**

Academic Journal

By: David, Solomon Arulraj; Motala, Shireen. Research in Comparative and International Education, v12 n4 p512-528 Dec 2017. (EJ1165070)

This paper aims to map the landscape of higher education transformation in the BRICS (Brazil, Russia, India, China and South Africa) nations while exploring the status of BRICS nations in some of the global **university** rankings and analysing their potential to give new meaning to notions such as excellent and world-class **universities**. The study provides different theoretical perspectives about global **university** ranking and about the notion of "world-class/**excellence**." Based on the literature exploration, the gathered data from some of the global **university** ranking agencies and the critical reflections from purposefully selected respondents, it is considered that the quest for world-class **universities** is articulated in several public policy documents of BRICS nations. While some attempts to achieve this quest vary (e.g. from China's strong effort to India's least effort), BRICS nations, like many other nations, seem to evolve towards this ambition, as **universities** have become the centre point of the development agenda. The ability of BRICS nations to provide new meaning to "world-class/**excellence**" notions, although not clear, cannot be disputed given the indications that the BRICS bloc is emerging as an alternative economic force and the role higher education is playing in this emergence., Database: ERIC

Subjects: Foreign Countries; Higher Education; Educational Change; Reputation; **Universities**; **Excellence** in Education; Role of Education; Public Policy; Institutional Evaluation; Economic Factors; Comparative Analysis; Periodicals; Brazil; India; China; South Africa



-
- 12.

[Excellence in university assessment: learning from award-winning practice, by David Carless.](#)

Review

By: Klenowski, Val. Assessment in Education: Principles, Policy & Practice. Nov2017, Vol. 24 Issue 4, p506-508. 3p. DOI: 10.1080/0969594X.2016.1162135. (AN: 125901841), Database: Education Research Complete

Subjects: College students; Academic achievement -- Evaluation; Adults; Higher education; Nonfiction; **Excellence** in **University** Assessment: Learning From Award-Winning Practice (Book); Carless, David



-
- 13.

[Creating and Sustaining a Culture of **Excellence**: Insights From Accomplished **University** Team-Sport Coaches.](#)

Academic Journal

By: Donoso-Morales, Daniela; Bloom, Gordon A.; Caron, Jeffrey G. Research Quarterly for Exercise & Sport. 2017, Vol. 88 Issue 4, p503-512. 10p. Abstract: <bold>Purpose: </bold>Winning several national championships is an extraordinary feat that very few **university** coaches have accomplished. The objective of this study was to investigate how some of Canada's most accomplished **university** team-sport coaches created and sustained a culture of **excellence** in their programs.<bold>Method: </bold>Six **university** coaches who had won more than 30 national titles participated in this study. Each coach participated in a semistructured interview, and the qualitative data were inductively analyzed using a thematic analysis.<bold>Results: </bold>The coaches noted that hard work and daily attention to detail, effective emotional management of themselves and their athletes, and continuous self-assessment (self-reflection and seeking mentors) were crucial elements that led to sustained **excellence** in their programs.<bold>Conclusions: </bold>This study offers one of the first empirical accounts of how highly successful **university** coaches developed and maintained a culture of **excellence** and success in

their high-performance sport setting. [ABSTRACT FROM AUTHOR] DOI:
10.1080/02701367.2017.1370531. (AN: 126183096), Database: Education Research Complete

Subjects: HISTORY; Competition (Psychology); Corporate culture; Emotions (Psychology); Motivation (Psychology); Self-evaluation; **Universities** & colleges; Qualitative research; Canada; College athletic coaches -- Attitudes; **Excellence**; National championships; **Universities** & colleges; CANADA; Emotions (Psychology) -- Management; College sports; Success -- Psychological aspects; Athletic ability -- Psychological aspects; Sports psychology; Leadership; Mentoring



• 14.

Academic Journal

Title:

[Regional Effects of University Funding: Excellence at the Cost of Regional Disparity?](#)

Author: Koenig, Johannes; Brenner, Thomas; Buenstorf, Guido

Author Affiliation: U Kassel; Philipps U Marburg; U Kassel and IWH-Leibniz Institute of Economics, Halle

Source: Review of Regional Research, October 2017, v. 37, iss. 2, pp. 111-33

Publication Date: October 2017

Abstract: We investigate regional repercussions of the recent shift toward focusing academic **excellence** in German science policy. We find that the regional concentration of merit-based public research funding has increased since the late 1990s. However, it is challenging to identify the characteristics of winning and losing regions. There is some evidence indicative of advantages for regions with larger overall **university** size. In contrast, our results do not suggest that more urbanized regions, or regions with stronger private-sector R&D activity, benefit disproportionately from the policy shift.

ISSN: 01737600

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1007/s10037-017-0117-8>

Update Code: 20180131

AN: 1682866, Database: EconLit with Full Text

Subjects: National Government Expenditures and Education ; Educational Finance; Financial Aid ; Higher Education; Research Institutions ; Management of Technological Innovation and R&D ; Regional Economic Activity: Growth, Development, Environmental Issues, and Changes



• 15.

[A Recruiter of **Excellence**: A student at Central Washington **University** looks back at her Collegiate successes and forward to student-teaching.](#)

Periodical

By: Ferber, Lisa. Teaching Music. Oct2017, Vol. 25 Issue 2, p10-10. 1p. Abstract: The article focuses on the experiences of oboist Vanessa Bililey as a college student at the Central Washington **University** (CWU) in Ellensburg, Washington. Topics include scholarship received by her, awards presented to her in the field of music education by music association, and lessons learned by her through music education. (AN: 126092729), Database: Education Research Complete

Subjects: EDUCATION; Central Washington **University**; Oboe players; Music students; Music education awards; Music associations



- 16.

THE UNIVERSITY OF TEXAS AT AUSTIN INSTITUTE FOR ORGANIZATIONAL EXCELLENCE.

Academic Journal

Professional Development (10974911). Spring2017, Vol. 20 Issue 1, p64-65. 2p. (AN: 123122889), Database: SocINDEX with Full Text



-
- 17.

Universities opt in to the Teaching Excellence Framework.

Periodical

Education Journal. 1/31/2017, Issue 292, p7-7. 1/3p. Abstract: The article presents data issued by the British Department for Education (DfE), which showed that majority of English **universities** in Great Britain have participated in the assessment by the DfE's Teaching **Excellence** Framework as of January 2017. (AN: 121109540), Database: Education Research Complete

Subjects: Young adults; Higher education; Great Britain; **Universities** & colleges -- Great Britain; Teaching -- Great Britain

[PDF Full Text](#) (52KB)

-
- 18.

Competency-Based Education: Capella University's Excellence in Assessment Profile.

Academic Journal

By: Grann, Jeff. Assessment Update. Jan/Feb2017, Vol. 29 Issue 1, p8-13. 4p. Abstract: The article discusses the academic assessment of Capella **University** in Minneapolis, Minnesota. Topics mention including the **university's** assessment system is structured on its competency-based educational model, design of the curriculum is specifically for the experienced professionals and establishing a comprehensive plan which envisions on improving the programs through a scaffolded measurement approach. DOI: 10.1002/au.30083. (AN: 121164506), Database: Education Research Complete

Subjects: Educational tests & measurements; Assessment of education; College curriculum -- Evaluation; Online courses; Learning; Capella **University** (Minneapolis, Minn.)

[PDF Full Text](#) (133KB)

-
- 19.

Excellence and Gender Equality Policies in Neoliberal Universities.

Academic Journal

By: Riegraf, Birgit; Weber, Lena. Gender & Research / Gender a Výzkum. 2017, Vol. 18 Issue 1, p92-112. 21p. Abstract: The historical nexus of academia and gender has been characterised by exclusivity. The classical idea of innovative science was shaped by male scientists and reflected their ways of living and was mainly reproduced via gatekeeping and homosocial co-optation processes. Recently, academia

has begun a transition towards a new model of academic organisation and governance represented by the vision of the 'neoliberal **university**'. In this transition the historical nexus between academic '**excellence**' and masculine culture is being called into question by new economic mechanisms and instruments of academic governance that are declared to be 'gender neutral' and 'transparent'. In fact, some studies show that management by performance disadvantages female academics by favouring male patronage, but with the instruments of the new governance gender equality can also be introduced as a core principle of **excellence** criteria, as happened in the case of the German **excellence** initiative. On the basis of two case studies of German **universities**, our contribution shows how the nexus between '**excellence**' competition and masculine culture is eroding, partly due to new 'quasi'-market mechanisms being combined with gender equality policies. Our findings shed light on new gendered work patterns and inequalities of contemporary academia. Academia is opening up to 'excellent' high-performance women, while other women are still disadvantaged. [ABSTRACT FROM AUTHOR] DOI: 10.13060/25706578.2017.18.1.351. (AN: 125596314), Database: SocINDEX with Full Text

Subjects: Gender inequality; Masculinity; **Universities & colleges** -- Germany; Neoliberalism; Scientists

[PDF Full Text](#) (742KB)

- 20.

Effective **University** Leadership as Predictor of Academic **Excellence** in Southern Nigerian **Universities**

Academic Journal

By: Ofoegbu, Felicia O.; Alonge, Hezekiah O.. Journal of Education and Practice, v8 n8 p111-116 2017. (EJ1138938)

The **University** is an educational system where high level manpower is trained for socio-economic and political growth of any nation. The leadership of a **University** plays invaluable roles in achieving academic **excellence** in dissemination and acquisition of universal knowledge, values; functional, technical and scientific skills and competencies critical to global growth and development. The study therefore investigated the relationship between effective **University** leadership and academic **excellence** in Southern Nigerian **Universities**. The population of the study was made up of all the Vice chancellors from the seventeen federal **Universities** in Southern Nigeria. A random sampling technique was used to select nine (09) **Universities** and their Vice chancellors representing 52% of the studied population. 135 academic staff were also randomly selected from the sampled **Universities** as respondents. Questionnaire was the main instrument used for data collection. Descriptive statistics was used to analyse the data collected for the study. The analysis revealed that Vice chancellors from Southern Nigerian **Universities** were moderately effective in their leadership roles but the level of academic **excellence** in Southern Nigerian **Universities** was generally low. A further analysis revealed that there was a significant relationship between leadership effectiveness and academic **excellence** in Southern Nigerian **Universities**. It was therefore recommended among others that highly competent, effective and transformative **University** administrators should be selected for Vice chancellorship position in Southern Nigerian **Universities**. Federal **Universities** in Southern Nigeria should be resourceful in generating revenue to end the seemingly unending lamentation of poor funding.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Foreign Countries; **Universities**; Predictor Variables; Educational Quality; Leadership Effectiveness; College Administration; Questionnaires; Administrator Attitudes; Administrator Surveys; College Presidents; Teacher Attitudes; Educational Practices; Nigeria

- 21.

THE ACADEMIC EXPERIENCES OF GRADE 12 TOP ACHIEVERS IN MAINTAINING **EXCELLENCE** IN FIRST-YEAR **UNIVERSITY** PROGRAMMES.

Academic Journal

By: Mahlangu, T. P.; Fraser, W. J. South African Journal of Higher Education. 2017, Vol. 31 Issue 1, p104-118. 15p. Abstract: This article reports on a study focusing on the academic experiences of top achievers in maintaining **excellence** in first-year **university** programmes. The study investigated in particular the academic experiences of Grade 12 top achievers from Mpumalanga, South Africa, at various **universities**. A mixed methods approach was used to collect data, making use of a convenience sample of (n = 14). Data was generated using a closed-ended questionnaire, students' academic records and standardised individual interviews conducted with eleven students. The results indicate that academic **excellence** in the first year is influenced by self-discipline, self-motivation, interest in the course, self-confidence, academic preparedness, effort and the belief students have about themselves. The investigation revealed that, generally, top achievers' academic performance in the first year denoted what Viljoen and Deacon (2013, 242) term 'academic fit'. The findings of the study emphasise the significant influence of positive 'compelling forces' at **universities** that assist first-year students in adapting to the **university** environment. [ABSTRACT FROM AUTHOR] DOI: 10.20853/31-1-812. (AN: 122026226), Database: Education Research Complete

Subjects: Twelfth grade (Education); Academic achievement; Intrinsic motivation; Mpumalanga (South Africa); South Africa; Self-control

[PDF Full Text](#) (588KB)

- 22.

Excellence in university academic staff evaluation: a problematic reality?

Academic Journal

By: O'Connor, Pat; O'Hagan, Clare. Studies in Higher Education. Nov2016, Vol. 41 Issue 11, p1943-1957. 15p. 2 Charts. Abstract: This article is concerned with the macro-cultural ideal or institutional myth of **excellence** as defined and used in the evaluation of academic staff as part of an institutional logic. Such logics 'prescribe what constitutes legitimate behaviour and provide taken-for-granted conceptions of what goals are appropriate and what means are legitimate to achieve these goals' as stated by Pache and Santos Insead. In the case study **university**, this logic is reflected in the identification of ostensibly objective, gender-neutral key performance indicators of **excellence**. Lamont suggests that evaluation is necessarily subjective. Drawing on 23 qualitative interviews with those involved in such evaluation, this article looks at variation in the definition of **excellence** and in the evaluative practices in decision-making fora. It raises questions about the implications of this for gender inequality and for the myth of **excellence** and ultimately for the legitimacy of the organisation. [ABSTRACT FROM AUTHOR] DOI: 10.1080/03075079.2014.1000292. (AN: 118867401), Database: Education Research Complete

Subjects: Teacher evaluation; Higher education; Identification; Institutional logic; Quality standards; Key performance indicators (Management); Institutionalism (Religion)

○

Province	1979/1980 (%)	1983/1984 (%)	1987/1988 (%)	1991/1992 (%)	1995/1996 (%)	2000 (%)	2003 (%)
Provincial	5	1	4	18	35		
Academic (Provincial)	7	6	4	15	26		
Senior Lecturer	5	7	12	32	23		
Lecturer	12	21	28	43	46		
Associate Lecturer	26	24	29	47	46		
Total	11	14	28	37	43		
						State candidates	State board members
						4	7
						Female	5
						11	12
						8	14

○

[PDF Full Text](#) (394KB)

- 23.

Excellence in University assessment: learning from award-winning practice.

Review

By: Morrison, David. Innovations in Education & Teaching International. Oct2016, Vol. 53 Issue 5, p566-567. 2p. DOI: 10.1080/14703297.2016.1204688. (AN: 117522119), Database: Education Research Complete

Subjects: Educational tests & measurements; Nonfiction; **Excellence in University Assessment:** Learning From Award-Winning Practice (Book); Carless, David

[PDF Full Text](#) (181KB)

• 24.

[Funding in English Universities and its relationship to the Research Excellence Framework.](#)

Academic Journal

By: Kelly, Anthony. British Educational Research Journal. Aug2016, Vol. 42 Issue 4, p665-681. 17p. 12 Charts. Abstract: The purpose of the Research **Excellence** Framework (REF) is to judge the quality of research in the UK and on that basis to apportion to **universities**, in a transparent manner, differential shares in the UK's £1.6 billion pot of research funding. However, the funding process is anything but transparent! While the REF process was known years in advance and remained constant throughout the assessment exercise, the mechanisms for the subsequent award of quality-related research (QR) funding in England were opaque and 'adjustable'. The financial outcomes were put in the public domain following publication of the REF outcomes, but the calculations still remain a 'black box' even for experienced **university** administrators. The funding factors were not revealed in advance and dramatic changes were made to the formula once the REF results were known. This paper explores the intricacies involved in **university** QR funding and looks at the correlations between it and various REF outcomes. It discusses the tactical implications for academics and **university** administrators, and whether simpler alternatives that are just as effective can be developed in time for the next iteration. [ABSTRACT FROM AUTHOR] DOI: 10.1002/berj.3229. (AN: 117124629), Database: Education Research Complete

Subjects: Universities & colleges; Higher education; Research; Great Britain; Public institutions


○ [Show all 12 images](#) 

Table 1. Example of QR funding for the University of Southampton		Table 2. Example of REF results profile (UKES, University of Southampton)						Table 3. Example of REF results profile (normalised to REF total) (UKES, University of Southampton)					
QR funding received (University of Southampton)	£12,000,000												
Maximum QR income	20												
London weighting on maximum QR	£1,173,340												
QR funding received (normalised)	£1,760,000												
QR REF equivalent share	27,000,000												
QR for Research Excellence Framework	20												
Total QR income	£13,173,340												

Table 4. Example of REF results converted to quality weighted scores (2000-2015)					
	2*	3*	4*	5*	Total
Outputs	11,710	11,300	0	0	23,010
Impact	47,440	0,000	0	0	47,440
Environment	0	0,000	0	0	0
	58,150	11,300	0	0	69,450

Table 5. Example of REF results converted to REF total (UKES, University of Southampton)					
	2*	3*	4*	5*	Total
Outputs	1,000	11,300	0,000	0,000	12,300
Impact	44,450	0,000	0,000	0,000	44,450
Environment	0,000	0,000	0,000	0,000	0,000

○ [Show fewer images](#)

[PDF Full Text](#) (117KB)

• 25.

Academic Journal

Title:

[University Merging Process: A Guideline Proposal for Excellence-Enhancing](#)

Author: Hidalgo-Hidalgo, Marisa; Valera, Guadalupe

Author Affiliation: U Pablo de Olavide; U Pablo de Olavide

Source: B.E. Journal of Economic Analysis and Policy, July 2016, v. 16, iss. 3, pp. 1359-86

Publication Date: July 2016

Abstract: There is a recent trend toward encouraging **universities** to merge. This policy is based on the idea that mergers create synergy gains that enhance the prestige of **universities** by increasing their international visibility. However, this process may reduce competition for both research funds and professors in national higher education markets. This paper analyzes whether mergers among **universities** are optimal from an **excellence** perspective. We find that as the heterogeneity between the initial reputations of potentially merging institutions increases, the amount of funds required for mergers to achieve higher **excellence** than competition also increases.

ISSN: 21946108

Publication Type: Journal Article

Availability: <http://www.degruyter.com/view/j/bejeap>

Update Code: 20170801

AN: 1653508, Database: EconLit with Full Text

Subjects: Mergers; Acquisitions; Restructuring; Voting; Proxy Contests; Corporate Governance ; Higher Education; Research Institutions



-
- 26.

Professional Development Amid Change: Fostering Academic **Excellence** and Faculty Productivity at Teaching-Intensive **Universities**.

Academic Journal

By: Carney, Mary A.; Ng, Laura E.; Cooper, Tom. Journal of Faculty Development. May2016, Vol. 30 Issue 2, p27-35. 9p. Abstract: The future of faculty development rests, in part, on forming guided "communities of practice" to foster the Scholarship of Teaching and Learning (SoTL), which may enhance both scholarly productivity and pedagogical effectiveness. This article will discuss **University** of North Georgia's SoTL Academy, which bridges geographic and scheduling distances through multimodal communications, using meetings, videoconferencing, and asynchronous online communication to form in-person and virtual communities. The SoTL Academy focuses on current SoTL research, project design methodologies, assessment practices, and publication opportunities. Flexible SoTL development programming supports faculty as they engage in research and respond to ongoing changes in higher education. [ABSTRACT FROM AUTHOR] (AN: 116582470), Database: Education Research Complete

Subjects: Teaching; Teacher development; Higher education administration



-
- 27.

Partnership for **Excellence**: Medicine at the **University** of Toronto and Academic Hospitals.

Review

By: Connor, J. T. H. Social History of Medicine. May2016, Vol. 29 Issue 2, p429-431. 3p. DOI: 10.1093/shm/hkw001. (AN: 116648143), Database: SocINDEX with Full Text

Subjects: HISTORY; **University** hospitals; **University** of Toronto; Nonfiction; Partnership for **Excellence**: Medicine at the **University** of Toronto & Academic Hospitals (Book); Shorter, Edward



-
- 28.

David Carless: **Excellence in university** assessment: learning from award-winning practice.

Review

By: Zhan, Ying. Higher Education (00181560). Mar2016, Vol. 71 Issue 3, p435-437. 3p. DOI: 10.1007/s10734-015-9911-9. (AN: 113444970), Database: Education Research Complete

Subjects: College teaching; Higher education; Nonfiction; **Excellence in University** Assessment: Learning From Award-Winning Practice (Book); Carless, David

[PDF Full Text](#) (294KB)

- 29.

University Academic Excellence and Language Policy: A Case of Russia

Academic Journal

By: Atabekova, Anastasia A.; Gorbatenko, Rimma G.; Shoustikova, Tatyana V.. International Journal of Environmental and Science Education, v11 n16 p9390-9397 2016. (EJ1118957)

The paper focuses on the **university** academic **excellence** projects worldwide and tries to explore the higher education institutions experience and trends regarding their language policies within the international landscape and increasing globalisation. The article agrees that English goes as a major medium of instruction at **universities** that strive for reaching higher positions in world **university** rankings and takes into account the UNESCO traditions related to language diversity and multilingual education development, as well. The research focuses on language policy issues as language has always been a tool to create, deliver and process knowledge within, across and beyond local and national communities toward the global scale. The study took into account the experience of national academic **excellence** projects across the world, tried to identify those language challenges that the Russian **universities** as members of the Russian national academic **excellence** project are currently facing. The research goal was to map those changes and shifts in the language policies of Russian higher education institutions that could help them boost their academic visibility internationally. The methodology rested on the qualitative analysis of national education programmes, **universities'** action plans, data on Russian **universities** strategies and tactics regarding language issues.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Foreign Countries; Educational Policy; **Universities**; Language of Instruction; Global Approach; Academic Achievement; Qualitative Research; Performance Factors; Barriers; Educational Trends; Content Analysis; Position Papers; College Programs; Russia

- 30.

Focus **excellence** drives on systems, not **universities**, expert says.

Periodical

By: Bothwell, Ellie. Times Higher Education. 12/3/2015, Issue 2232, p23-23. 1/2p. Abstract: The article reports on the need for governments to focus on creating world-class higher education systems instead of on top-ranked **universities**, according to former World Bank tertiary education programme coordinator Jamil Salmi. Topics covered include the potential adverse consequences of national **excellence** initiatives on teaching quality and student diversity, Salmi's claim that such initiatives may engender negative behaviors, and the impact of financial constraints on such initiatives. (AN: 111597723), Database: Education Research Complete

Subjects: Ratings & rankings of **universities** & colleges; Higher education; Effective teaching; Diversity in education; Salmi, Jamil



- 31.

Excellence in University Assessment: Learning from award-winning practice,.

Review

By: Taras, Maddalena. London Review of Education. Dec2015, Vol. 13 Issue 3, p59-61. 3p. (AN: 114940114), Database: Education Research Complete

Subjects: College teaching; Higher education; College students; Nonfiction; **Excellence in University Assessment: Learning From Award-Winning Practice (Book);** Carless, David

[PDF Full Text](#) (196KB)

- 32.

Evaluating university–industry collaboration: the European Foundation of Quality Management excellence model-based evaluation of university–industry collaboration.

Academic Journal

By: Kauppila, Osmo; Mursula, Anu; Harkonen, Janne; Kujala, Jaakko. Tertiary Education & Management (Routledge). Sep2015, Vol. 21 Issue 3, p229-244. 16p. Abstract: The growth in **university**–industry collaboration has resulted in an increasing demand for methods to evaluate it. This paper presents one way to evaluate an organization's collaborative activities based on the European Foundation of Quality Management **excellence** model. Success factors of collaboration are derived from literature and compared against the quality award criteria. Tailored evaluation criteria are proposed based on the analysis, and piloted by evaluating a biosciences research umbrella organization. The results show that success factors of **university**–industry collaboration can be addressed by using the model-based evaluation criteria. The results of the study can potentially be used by actors on both sides of **university**–industry collaboration to evaluate their organization's collaboration capabilities and performance. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13583883.2015.1045550. (AN: 108394082), Database: Education Research Complete

Subjects: Educational quality; Academic-industrial collaboration; Educational standards; METHODOLOGY; Europe; Life sciences; Educational evaluation



- 33.

The birth of university affiliated early childhood centres of excellence: investing in children, families and communities.

Academic Journal

By: Krog, Soezin; Nel, Norma. Africa Education Review. Jun2015, Vol. 12 Issue 2, p211-231. 21p. Abstract: The wellbeing of young children is of national and international concern. Urgent action is therefore required to address issues of children's wellbeing, and failure to do so will have adverse consequences for children today and in generations to come. This paper addresses issues arising from recently published literature in the areas of Early Childhood Development and Education (ECDE) within the global arena. It covers aspects such as policy implications, various theories and Bronfenbrenner's bioecological model of early childhood development (ECD) as the theoretical basis of the paper,

education and inclusion, teachers and parents and, finally, ECD centres of **excellence**. **Universities** need to establish ECD centres that can operate as centres of **excellence**, which can assist neighbouring centres focussing on day-to-day operational and managerial issues; training teachers on the curriculum and pedagogical aspects of ECDE; and conducting research with a view to ensuring cutting-edge ECDE practices [ABSTRACT FROM AUTHOR] DOI: 10.1080/18146627.2015.1107984. (AN: 111025292), Database: Education Research Complete

Subjects: Children; **Universities** & colleges; Age groups; Families; Public institutions

[PDF Full Text](#) (738KB)

- 34.
-

[The academic in the **University of Excellence**: The need to construct the 'paraversity' using the web.](#)

Academic Journal

By: Goodman, Benny. Nurse Education Today. May2015, Vol. 35 Issue 5, p638-640. 3p. DOI: 10.1016/j.nedt.2015.01.008. (AN: 102314887), Database: Education Research Complete

Subjects: Educators; Learning & scholarship; **Universities** & colleges; Occupational roles; Social media; **Excellence**; Organizational goals



-
- 35.
-

[ETA SIGMA GAMMA The National Health Education Honorary Presents its 2015 Chapter **Excellence** Award to Gamma Rho Chapter Truman State **University**.](#)

Academic Journal

Health Educator. Spring2015, Vol. 47 Issue 1, p29-29. 1p. Abstract: The article announces that the ETA Sigma Gamma (ESG) National Health Education Honorary has presented its Chapter **Excellence** Award for 2015 to Gamma Rho Chapter at the Truman State **University**. (AN: 115698966), Database: Education Research Complete

[PDF Full Text](#) (191KB)

- 36.
-

[Initiatives for Change in Korean Higher Education: Quest for **Excellence** of World-Class **Universities**](#)

Academic Journal

By: Kang, Jean S.. International Education Studies, v8 n7 p169-180 2015. (EJ1070790)
The establishment of World-Class **Universities** (WCUs) is noted as a paramount development in the realm of international higher education. The integration of higher education into a more international scheme has enabled for higher education institutions (HEIs) to have a broader impact on the states and their respective citizens. This study examines the current environment of the higher education system, as well as the important factors that have contributed to placing WCUs at the center of international higher education policies. In particular, this study will analyze the policies and practices of the Republic of Korea that have been created to establish globally competitive HEIs. The Brain Korea 21 Projects, the WCU Project, and global rankings have contributed to the nation's ongoing quest for **excellence** in tertiary education. As HEIs in Korea continuously enhance their international status in the field of higher education, it becomes increasingly important to review and provide insights on globally competitive institutions as well as higher education reforms that have been applied to Korean **universities**.
[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Foreign Countries; Educational Change; Reputation; Higher Education; **Excellence** in Education; Educational Policy; Educational Practices; Competition; Student Recruitment; Knowledge Economy; International Education; Program Descriptions; Qualitative Research; Literature Reviews; South Korea

- 37.
-

Academic Journal

Title:

[What's the Future of Public Higher Education? A Review Essay on Gary C. Fethke and Andrew J. Policano's Public No More: A New Path to Excellence for America's Public Universities](#)

Author: Ehrenberg, Ronald G.

Author Affiliation: Cornell U

Source: Journal of Economic Literature, December 2014, v. 52, iss. 4, pp. 1142-50

Publication Date: December 2014

Abstract: Gary Fethke and Andrew Policano's book *Public No More: A New Path to Excellence* for America's Public **Universities** paints a picture of a future for public research **universities** that is very different than what many people will want to see. Their message is that the financial and governance models under which public **universities** have operated have broken down and that new models are required. While I do not always agree with their prescriptions, I argue that private research **universities** face many of the same issues as their public counterparts and that this book deserves to be widely read by all people concerned with the future of American higher education.

ISSN: 00220515

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1257/jel.52.4.1142>

Availability: <http://www.aeaweb.org/jel/index.php>

Update Code: 20141201

AN: 1469329

Copyright: Copyright of Journal of Economic Literature is the property of American Economic Association and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use., Database: EconLit with Full Text

Subjects: State and Local Government: Health; Education; Welfare; Public Pensions ; Educational Finance; Financial Aid ; Higher Education; Research Institutions ; Education: Government Policy

[PDF Full Text](#)

- 38.
-

[Alignment of **University** Information Technology Resources With the Malcolm Baldrige Results Criteria for Performance **Excellence** in Education: A Balanced Scorecard Approach.](#)

Academic Journal

By: Beard, Deborah F.; Humphrey, Roberta L. Journal of Education for Business. 2014, Vol. 89 Issue 7, p382-388. 7p. Abstract: The authors suggest using a balanced scorecard (BSC) approach to evaluate information technology (IT) resources in higher education institutions. The BSC approach illustrated is based on the performance criteria of the Malcolm Baldrige National Quality Award in Education. This article suggests areas of potential impact of IT on BSC measures in each of the Baldrige Results Categories of the performance criteria. Many of the identified areas of measurement and expected improvement are unique to educational institutions. The multiple-faceted evaluation approach should provide improved assessment of an institution's IT resources and offer a broadened perspective of IT

usage in the academic setting. [ABSTRACT FROM AUTHOR] DOI: 10.1080/08832323.2014.916649. (AN: 98580010), Database: Education Research Complete

Subjects: Information technology; Higher education; Schools; Information storage & retrieval systems -- **Universities** & colleges; Courseware

○



○

[PDF Full Text](#) (73KB)

- 39.

[Excelencia o pertinencia: para dónde van las ciencias sociales en la Universidad de los Andes.](#)

Academic Journal

Excellence or Pertinence: Where They Go For Social Sciences in the **University** of Los Andes. By: Nieto, Mauricio. Revista de Estudios Sociales. sep-dic2014, Issue 50, p174-177. 4p. Language: Spanish. Abstract: This article discusses the social science education program at the Universidad de los Andes (**University** of Los Andes) in Colombia. The author comments on the relationship between social sciences, history, sociology, and philosophy emphasized at the **university**. He also describes the interaction between the Facultad de Ciencias Sociales (School of Social Sciences) at the **university** and the greater community in Colombia and internationally. The emphasis of the Facultad on training, research, and societal impact is also explored. DOI: 10.7440/res50.2014.17. (AN: 99035726), Database: SocINDEX with Full Text

Subjects: Social science research; Social theory; Educational cooperation; Partnerships in education; Community & school; Universidad de los Andes (Bogota, Colombia); Social sciences education in **universities** & colleges; Social sciences & history

[PDF Full Text](#) (180KB)

- 40.

[Academic Capitalism: **Universities** in the Global Struggle for **Excellence**.](#)

Review

By: Moulin, Léonard. Laboratorium: Russian Review of Social Research. 2014, Vol. 6 Issue 3, p154-156. 3p. (AN: 100596309), Database: SocINDEX with Full Text

Subjects: Capitalism; **Universities** & colleges; Nonfiction; Academic Capitalism: **Universities** in the Global Struggle for **Excellence** (Book); Munch, Richard

[PDF Full Text](#) (206KB)

- 41.

[The HIV and AIDS Epidemic and the Challenge Posed to **University** Education **Excellence** in Sub-Saharan Africa.](#)

Academic Journal

By: Oduaran, Akpovire. Journal of Human Ecology. 2014, Vol. 46 Issue 3, p297-308. 12p. Abstract: The HIV and AIDS epidemic definitely impacts on the provision of quality education in **universities** in Sub-Saharan Africa. For the intellectual capacity and human resource development efforts of the sub-continent are being reduced in effects and value. Both staff and students are dying, and the previous aspirations and expectations that hitherto accompanied investments in higher education are almost dashed and some have gone to the extent of even questioning the wisdom of continuing to invest in the sub-sector when no one is sure if the recipients of such investment would live much longer than expected. Fortunately, hope is rising again because of the advent of determined political will, concerted efforts, new treatment strategies, advocacy and reduction in stigmatization. In the light of the new hope that is emerging, this paper steps back a bit in reflecting on how the epidemic has impacted **university** education and what needs to be done in order to ensure that strategies adopted are firmer and more rewarding to the region. [ABSTRACT FROM AUTHOR] (AN: 96882830), Database: SocINDEX with Full Text

Subjects: Public health; Personnel management; Postsecondary education; Practical politics; Higher education -- Africa; Quality standards



-
- 42.

[Educational Leadership in Teaching Excellence: The University of Guelph EnLITE Program](#)

Academic Journal

By: Buchholz, Andrea; Wolstenholme, Janet. Collected Essays on Learning and Teaching, v7 n1 2014. (EJ1060214)

Educational Leadership in Teaching **Excellence** (EnLITE) is a one-year program (Sept to Aug) at the **University** of Guelph. It is designed to engage mid-career faculty in the theory, practice and scholarship of teaching and learning, and to establish and support a faculty community of practice which provides mentorship and leadership in teaching and learning in higher education. Divided into two subprograms, faculty participants enrolled in EnLITE I critically examine and discuss scholarly topics on teaching and learning and in their own disciplines; collaborate with a teaching mentor; engage in classroom observation and peer feedback; and demonstrate commitment to continual improvement through completion of an individual program learning plan, critically reflective teaching practice, and creation of an electronic teaching dossier (ePortfolio). Participants meet twice monthly, in the larger cohort and in smaller groups called "Action Learning Sets." Those wishing to engage in pedagogical research may concurrently or subsequently enrol in EnLITE II, also a one-year program. Participants in EnLITE II develop, implement and disseminate research on teaching and learning in higher education, and are expected to demonstrate how results of their research inform their teaching practice. Participants meet monthly in Action Learning Sets. Each participant in EnLITE I and II embarks upon a process unique to their individual goals and objectives. The expected time commitment for each program is approximately 5 hours per week. Participants' progress is evaluated on a pass/fail basis against their own individual learning plan, and program outcomes. We see commitment to teaching and learning as being rewarded both in the classroom from students, as well as faculty satisfaction and increasingly, in tenure and promotion decisions.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: **Excellence** in Education; Reflective Teaching; Observation; Feedback (Response); Instructional Leadership; Program Descriptions; **Universities**; College Faculty; Scholarship; Educational Research; Teaching Methods; Learning Processes; Mentors; Teacher Collaboration; Peer Groups; Portfolios (Background Materials); Internet; Teacher Attitudes; Tenure; Faculty Promotion; Program Effectiveness; Faculty Development; Foreign Countries; Communities of Practice; Canada

-
- 43.

Title:

The Evaluation of Performance Excellence of University

Author: Hutyra, Milan

Author Affiliation: Ministry of Education, Youth, and Sports, Government of Czech Republic and VSB-Technical U Ostrava

Source: Hrvatsko društvo menadžera kvalitete. 15. međunarodni simpozij o kvaliteti. Kvaliteta rast i razvoj. Zbornik radova. Zagreb, Croatia, 19-21 ožujka 2014. (Croatian Quality Managers Society 15th International Symposium on Quality, Growth and Development: Proceedings: Zagreb, Croatia, March 19th-21st, 2014), 2014, pp. 349-58

Publication Date: 2014

ISBN: 978-953-57036-6-2 (cloth); ISBN: 978-953-57036-7-9 (CD)

Publication Type: Collective Volume Article

Editor: Drljaca, Miroslav

Update Code: 20170101

AN: 1611163, Database: EconLit with Full Text

Subjects: Index Numbers and Aggregation; Leading indicators ; Higher Education; Research Institutions ; Information and Product Quality; Standardization and Compatibility ; Firm Performance: Size, Diversification, and Scope

-
- 44.

Cross National Comparisons of Excellence in University Mathematics Instructors

Dissertation/ Thesis

By: Grant, Frida. ProQuest LLC, Ph.D. Dissertation, Columbia **University**. 2014 201 pp. (ED564718)
Mathematicians have, historically, not been overly successful in their approach to teaching and much research has looked in to why this is so. Teaching mathematics is based on a solid understanding of the subject; however, instructors also need to be able to efficiently communicate the subject to their students. The purpose of this study was to establish common characteristics of excellent **university** lecturers in mathematics by applying Marsh's ten evaluation categories. This thesis sought to identify which of these areas were most consistently demonstrated by those **university** lecturers receiving the highest student ratings and whether there are any areas in which excellent lecturers received inconsistent ratings. The dissertation further used these observations to provide evidence of particular characteristics that are more important than others in the development of excellent **university** mathematics instructors. This study collected quantitative data in the shape of teacher evaluation forms from both Swedish and US mathematics institutions. The data suggests that instructors acknowledged to be excellent receive high ratings in areas concerning subject matter knowledge, explanatory ability, the fairness of examinations, and enthusiasm and commitment to students. Overall, items that explain a lecturer's persona, character and personality are generally more highly correlated with ratings for the instructor himself whereas categories which describe the preparation, organization and structure of the course, are generally more highly correlated with a student's overall learning experience and Overall Course rating. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.], Database: ERIC

Subjects: College Faculty; Mathematics Teachers; Teacher Effectiveness; Teacher Characteristics; Teacher Evaluation; Personality Traits; Correlation; Course Evaluation; Comparative Education; Foreign Countries; Statistical Analysis; Sweden; United States



-
- 45.

[Historically Black Colleges and **Universities** Can Promote Leadership and **Excellence** in STEM \(Editor's Commentary\).](#)

Academic Journal

By: Toldson, Ivory A. Journal of Negro Education. Fall2013, Vol. 82 Issue 4, p359-367. 9p. Abstract: The article focuses on how Historically Black Colleges and **Universities** (HBCUs) can implement a successful STEM education for minority students. The editor examines the success of men of color in STEM disciplines in HBCUs and predominantly White institutions (PWIs), compares the recruitment or outreach activities by these institutions, and argues that funding is the most important aspect of promoting STEM education. (AN: 94461498), Database: Education Research Complete

Subjects: STEM education; Historically black colleges & **universities**; Educational evaluation; Higher education of African Americans; EDUCATION; Minority college student recruitment; Outreach programs; Higher education -- Finance; African American men

[PDF Full Text](#) (5.4MB)

- 46.

[The Road to Academic **Excellence**: The Making of World-Class Research **Universities**.](#)

Review

By: CHALEUNPHONH, SEUTH. Review of Higher Education. Fall2013, Vol. 37 Issue 1, p104-106. 4p. Abstract: The article reviews the book "The Road to Academic **Excellence**: The Making of World-Class Research **Universities**" edited by Philip G. Altbach and Jamil Salmi. DOI: 10.1353/rhe.2013.0059. (AN: 91830524), Database: Education Research Complete

Subjects: Research **universities** & colleges; Nonfiction; Road to Academic **Excellence**: The Making of World-Class Research **Universities**, The (Book); Altbach, Philip G.; Salmi, Jamil



-
- 47.

[Discovering the Past in the Panama Canal Center of **Excellence** at the **University** of Florida.](#)

Academic Journal

By: Webb, Paula L. Journal of Electronic Resources Librarianship. Jul-Sep2013, Vol. 25 Issue 3, p243-244. 2p. Abstract: The article offers information on the web resource Panama and the Canal available online at the **University** of Florida. DOI: 10.1080/1941126X.2013.813321. (AN: 90134879), Database: Education Research Complete

Subjects: Electronic information resources; History of the Panama Canal



-
- 48.

Long Island **University** Professor Wins **Excellence** in Teaching Award Filed in Honors & Awards on May 3, 2013.

Periodical

Journal of Blacks in Higher Education (BruCon Publishing Co.). 5/9/2013, p17-17. 1p. Abstract: The article announces that Michael J.K. Bokor, assistant professor at Long Island **University**, New York has received the David Newton Award for **Excellence** in Teaching. (AN: 87565740), Database: Education Research Complete

Subjects: Long Island **University**; Teaching awards -- United States



-
- 49.

The Road to Academic **Excellence**: The Making of World-Class Research **Universities**.

Review

By: OLIVER, DIANE E. Comparative Education Review. May2013, Vol. 57 Issue 2, p342-344. 3p. Abstract: The article reviews the book "The Road to Academic **Excellence**: The Making of World-Class Research **Universities**" by Philip G. Altbach and Jamil Salmi. (AN: 87764125), Database: Education Research Complete

Subjects: **Universities** & colleges; Nonfiction; Road to Academic **Excellence**: The Making of World-Class Research **Universities**, The (Book); Salmi, Jamil; Altbach, Philip G.

[PDF Full Text](#) (3.1MB)

-
- 50.

The Male Initiative on Leadership and **Excellence** (MILE) and Its Impact on Retention and Persistence of Black Men at Historically Black Colleges and **Universities** (HBCUs)

Academic Journal

By: Palmer, Robert T.; Maramba, Dina C.; Dancy, T. Elon. Journal of College Student Retention: Research, Theory & Practice, v15 n1 p65-72 May 2013. (EJ1076260)

A strong body of research has documented the supportive environments of historically Black colleges and **universities** (HBCUs) and their impact on facilitating student success. Notwithstanding the consistency of these findings, recent reports and empirical research have highlighted the problems that HBCUs are experiencing with Black male enrollment, campus engagement, retention, success, and graduation. The purpose of this article is to discuss the Male Initiative on Leadership and **Excellence** (MILE) and to describe its impact on retention and persistence of Black men at an HBCU. Hopefully, the MILE will inspire administrators and student affairs practitioners at HBCUs to adopt a similar initiative to positively increase academic success among Black men on their campuses., Database: ERIC

Subjects: Males; African American Students; Black Colleges; Program Effectiveness; School Holding Power; Academic Persistence; College Programs



Titelsuche excellence, higher education

Auswahl neueste 50 von 233

Searching: EconLit with Full Text, Education Research Complete, SocINDEX with Full Text, ERIC

EBSCOhost Search

Search Results: 1 - 50 of 233

Result List

- 1.

[Metrics and methodologies for measuring teaching quality in higher education: developing the Teaching Excellence Framework \(TEF\).](#)

Academic Journal

By: Gunn, Andrew. Educational Review. Mar2018, Vol. 70 Issue 2, p129-148. 20p. Abstract: The creation of the Teaching **Excellence** Framework (TEF) represents a significant development concerning the teaching mission of the university in the UK. This paper considers the background to, and the development of, the TEF. It explains the context from which the TEF emerged and unpacks a series of rationales which illustrate the need for, and the role of, the new framework. The TEF is presented as an instrument to fulfil a range of functions, including: a mechanism to determine tuition fee rises and inform student choices in a reconfigured **higher education** market; a means of updating the quality and regulatory regime; and a way of raising the esteem of teaching within the academy, and the importance institutions place on student **education**. The paper explains how the contested idea of "teaching **excellence**" is defined within the framework, and the metrics and methodology used to assess this. An overview of the submission process and results illustrates how the TEF works in practice. How the TEF embeds two agendas in **higher education** is discussed: the use of quantitative measures to capture and convey performance, and the role of the student as a consumer not just a learner. The paper concludes the TEF can be viewed as a multi-purpose evaluation tool, not merely designed by the imperatives of teaching **excellence** or quality assurance, but also by the need for a measure to provide market information to consumers and allocate fee increases to institutions, and this is reflected in its content and character. [ABSTRACT FROM AUTHOR] DOI: 10.1080/00131911.2017.1410106. (AN: 127698967), Database: Education Research Complete

Subjects: Educational indicators; Educational accountability; School statistics; High schools -- United States; Secondary **education** -- United States



- 2.

[Universal Global Learning, Inclusive Excellence, and Higher Education's Greater Purposes.](#)

Academic Journal

By: Doscher, Stephanie; Landorf, Hilary. Peer Review. Winter2018, Vol. 20 Issue 1, p4-7. 4p. Abstract: The article offers information on the concept of universal global learning and the greater purposes of **higher education**. Topics discussed include the concept of global citizenship and the role of **higher education** to prepare students for it; the purpose of **higher education** to promote well-being, learning and discovery, and civic purpose; and the importance of diversity in global learning. (AN: 129494158), Database: Education Research Complete

Subjects: Higher education; Students; Learning; Diversity in education; World citizenship; Well-being

[PDF Full Text](#) (301KB)

-
- 3.

Academic Journal

Title:

[EXCELLENCE MODEL FOR SUSTAINABLE CONVERGENCE IN THE EU HIGHER EDUCATION.](#)

Author: Ghinea, Valentina Mihaela; Dima, Alina Mihaela; Hadad, Shahrazad

Author Affiliation: Bucharest University of Economic Studies, RomaniaBucharest University of Economic Studies, Romania

Source: Amfiteatru Economic, Nov2017 Special Issue, v. 19

Publication Date: Nov2017 Special Issue

ISSN: 15829146

Publication Type: Article

AN: EP126280846

Copyright: Copyright of Amfiteatru Economic is the property of Academia de Studii Economice and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use., Database: EconLit with Full Text

[PDF Full Text](#)

- 4.

[Employability and **higher education**: the follies of the 'Productivity Challenge' in the Teaching Excellence Framework.](#)

Academic Journal

By: Frankham, Jo. Journal of **Education** Policy. Sep2017, Vol. 32 Issue 5, p628-641. 14p. Abstract: This article considers questions of 'employability', a notion foregrounded in the Green and White Papers on the Teaching **Excellence** Framework (TEF). The paper first questions government imperatives concerning employability and suggests a series of mismatches that are evident in the rhetorics in this area. This summary opens up elements of what I am calling the first 'folly' in the field. The second section of the paper considers recent research with individual academics engaged in employability activity. This research suggests another series of mismatches in the aims and outcomes of 'employability initiatives' and opens up a further series of 'follies' in the day-to-day practices of academics and students' responses to them. The third section of the paper turns to academics' reports of student behaviour in relation to the outcomes of their degree. This section develops an argument that relates to the final 'folly' associated with the current focus on employability. I argue that students' focus on outcomes (which at face value suggests they have internalized the importance of employment) is contributing to the production of graduates who do not have the dispositions that employers – when interviewed – say that they want. The highly performative culture of **higher education**, encouraged by the same metrics that will be extended through the TEF, is implicated then in not preparing students for the workplace. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/02680939.2016.1268271. (AN: 123449682), Database: Education Research Complete

Subjects: Employability; Educational productivity -- Universities & colleges; Curriculum frameworks; Psychology of students; Adults; **Higher education**; Great Britain; **Education & state** -- Great Britain



-
- 5.

Teaching **excellence** in **higher education**: critical perspectives.

Academic Journal

By: Gourlay, Lesley; Stevenson, Jacqueline. Teaching in **Higher Education**. May2017, Vol. 22 Issue 4, p391-395. 5p. Abstract: An introduction is presented with topics including prevalence of claims of **excellence** in **higher education**, role of teaching **excellence** awards in South Africa, and academic metrics and their influence on the construction of **excellence** in research and publication. DOI: 10.1080/13562517.2017.1304632. (AN: 122641129), Database: Education Research Complete

Subjects: Higher education; Teaching awards



-
- 6.

What makes an excellent lecturer? Academics' perspectives on the discourse of 'teaching **excellence**' in **higher education**.

Academic Journal

By: Wood, Margaret; Su, Feng. Teaching in **Higher Education**. May2017, Vol. 22 Issue 4, p451-466. 16p. Abstract: In the context of the Teaching **Excellence** Framework (TEF), we examine academics' perspectives on the discourse of 'teaching **excellence**' based on an empirical study with 16 participants from five post-1992 universities. The article reports the findings on academics' views of the term and concept of 'teaching **excellence**', examples of what 'teaching **excellence**' may look like in practice, whether a distinction between 'good', 'good enough' and 'excellent teaching' can be made, and the measurability of 'teaching **excellence**'. The research findings suggest we need a more nuanced inclusive interpretation of 'teaching **excellence**' which recognises the conjoined nature of teaching and research in **higher education**, and also rebalances a focus on outcome-related measures with understandings of purposes and development of the processes of learning. [ABSTRACT FROM AUTHOR] DOI: 10.1080/13562517.2017.1301911. (AN: 122641125), Database: Education Research Complete

Subjects: Discourse analysis; **Higher education** research; Educational standards; Teaching research; **Higher education**; Lecturers



-
- 7.

East and South African-German Centre of **Excellence** for Educational Research Methodologies and Management (CERM-ESA) A Case for Internationalisation and **Higher Education** Engagement.

Academic Journal

By: von Möllendorff, Malve; Kurgat, Susan; Speck, Karsten. Educational Research for Social Change. Apr2017, Vol. 6 Issue 1, p93-99. 7p. (AN: 122778375), Database: SocINDEX with Full Text

Subjects: **Higher education**; Continuing **education**; Postsecondary **education**; Student engagement; **Education** methodology



-
- 8.

Rankings and the Reshaping of **Higher Education**: the Battle for World-Class **Excellence**.

Academic Journal

By: Agasisti, Tommaso. **Higher Education Quarterly**. Apr2017, Vol. 71 Issue 2, p220-223. 4p. DOI: 10.1111/hequ.12111. (AN: 122251210), Database: Education Research Complete

Subjects: **Higher education**; Nonfiction; Rankings & the Reshaping of **Higher Education**: The Battle for World-Class **Excellence** (Book); Hazelkorn, Ellen

[PDF Full Text](#) (61KB)

- 9.
-

Underpinning **excellence in higher education** – an investigation into the leadership, governance and management behaviours of high-performing academic departments.

Academic Journal

By: Kok, Seng Kiat; McDonald, Claire. **Studies in Higher Education**. Feb2017, Vol. 42 Issue 2, p210-231. 22p. 1 Color Photograph, 3 Diagrams, 8 Charts, 2 Graphs. Abstract: The article presents a study which examines the leadership, governance and management (LGM) behaviours of high-performing academic departments at **higher education** institutions in Great Britain. The study highlights the competencies, attitudes and behaviours that are associated with the success of academic departments. It also suggests several key traits and behaviours that are essential for growth of these departments. DOI: 10.1080/03075079.2015.1036849. (AN: 120932542), Database: Education Research Complete

Subjects: Educational leadership; **Higher education**; Great Britain; Academic departments (Universities & colleges) -- Management; Universities & colleges -- Great Britain



-
- 10.
-

Exploring Public Relations **Excellence** and Integrated Marketing Communications at Private, Nonprofit **Higher Education** Institutions

Dissertation/ Thesis

By: Higgins, Shannon K.. ProQuest LLC, Ed.D. Dissertation, University of La Verne. 2017 129 pp. (ED576142)

Purpose: Many recent articles discuss the increased marketization of **higher education**, but few examine whether such practices are executed at their optimum level of efficiency and efficacy. This study addressed the significant lack of research in this area and answers the central question of how optimally public relations and marketing departments are structured and organized in private, nonprofit **higher education** institutions in the Southern California. Theoretical Foundation: The theoretical foundation for this study stems from two fields of study; communications and business. The public relations discipline is housed within the discipline of communications and the practice of integrated marketing communication is under the umbrella of business. Therefore, the two foundational theories for this study are the public relations **excellence** theory and the four stages of integrated marketing communication. Methodology: Using four institutions as part of a homogenous sample for the multiple cross-case study, the participants for this study included the top public relations and marketing employees for each of the participating institutions. In-depth interviews were conducted with each individual, as well as an examination of the current organizational charts, public relation materials, and marketing products of each participating institution. Findings and Conclusion: This study identified several themes related to public relations and marketing in private, non-profit **higher education** institutions in Southern California, including the shift to a freestanding department that reports to the president or executive vice president; the integration and overlap of PR and marketing functions within

the teams; the use of both one-way and two-way communications; and empowering team members to increase efficiency. Recommendations: Recommendations for future research include further research into what PR and marketing tactics are successful for various types of **higher education** institutions based on their marketplaces; research into the approach taken by PR and marketing departments to work with other areas on campus; replicating this study with larger private, non-profit institutions; exploring these same questions at for-profit **higher education** institutions; using a larger sample size for a similar or replicated study; and considering department budgets when exploring the structure and organization of PR and marketing departments within **higher education** institutions. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>.], Database: ERIC

Subjects: Public Relations; Marketing; Organizational Communication; Private Colleges; Commercialization; Administrative Organization; Case Studies; Interviews; California



- 11.

India of Ideas: Mapping the Status of **Higher Education** in India and Mobilizing Discourse towards a Quest for Equity and **Excellence**

Academic Journal

By: Kuriakose, Francis; Iyer, Deepa Kylasam. **Higher Education** for the Future, v3 n2 p213-226 Jul 2016. (EJ1119487)

The problems, policies and debates on the quality and access of research cannot be decoupled from **higher education** in an educational system like that of India where the impact of primary, secondary and **higher education** is sequential. The article traces the idea of **education** from the early Greek and Indian philosophers, the university tradition of India during the British rule which laid the foundations of modern Indian **education**, to the present-day globalized world that offers transnational **education** with a large number of private players in the fray. The changing contours of the concept of **education**, that is, what is to be taught and how it is to be taught, direct us in valuing **education** for the future by properly placing it in the socio-economic context. This is accomplished by critically examining various strands of literature that deals with the value of **education** from its economic valuation as a quasi-public good to Amartya Sen's concept of **education** as a tool to widen social choices. The article then analyzes the problems plaguing **higher education** in the Indian context that include: a lack of pluralism in student and faculty profile; openness to travel across disciplines; maintaining the highest quality and integrity in research and learning, including publishing and handling of archives; the woes of mushrooming private institutes; and inadequate financial resources that severely demoralize ambition. Consequently, the article concludes with suggestions for reform to improve equity, access and **excellence** by applying the highest values of academic standards through rigour, dispassionate research, meticulous training and alternate sources of funding for acceptable standards of infrastructure and access to resources., Database: ERIC

Subjects: Foreign Countries; **Higher Education**; Educational Quality; Access to **Education**; Research; Graduate Students; Undergraduate Students; Enrollment; Universities; India



- 12.

Giving to **Excellence**: Generating Philanthropic Support for UK **Higher Education**. Ross-CASE Report 2016

Report

By: Jain, Yashraj; Council for Advancement and Support of **Education**. Council for Advancement and Support of **Education**. 2016 28 pp. (ED571333)

This report presents findings from the 2016 Ross-CASE Survey of Philanthropic Giving to Universities in UK. The project was conducted by CASE Europe and funded by HEFCE and the Ross-Group. This year's survey comes at a time of great change for the UK charity sector. The historical trend data of previous surveys will be invaluable in helping understand some of the impact of these changes. In the meantime, the 2014-15 survey findings show generally positive moves on the key variables. The two measures of philanthropic income show healthy increases. There may be an emerging trend of larger gifts coming from a relatively flat number of donors, perhaps reflecting a concentration on major gift programmes. Income (whether measured by new funds secured or cash income received) came fairly equally from individuals and organisations. By far the greatest proportion of income from the latter came from trusts and foundations. The fact that organisation donors made up only 2% of total donors demonstrates the considerable importance of trusts and foundations to the **higher education** sector. Whilst corporations contribute significant funds to universities in other ways (commissioning research, developing sponsorship and other partnerships) the level of philanthropy as defined by this survey is relatively modest (around 6% of new funds secured/cash income received). Income from alumni still makes up the lion's share of individual gifts, demonstrating the value of a relationship which universities now aim to inculcate from student days. There remains significant variance across the sector, but trend data show some evidence of widespread growth. An increasing number of institutions are securing £10M or more in new philanthropic funds and more universities are breaking the £1M barrier as well (on both measures of philanthropic income). It would seem that universities are increasingly recognised as a destination for philanthropic investment which returns a valuable dividend to society due to their importance as educators of next generation leadership and the birthplace of solutions to world problems. Appendices include: (1) CASE; (2) About the survey; (3) Reporting conventions; (4) Acknowledgements; (5) Participating institutions; and (6) Glossary.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Philanthropic Foundations; **Higher Education**; School Surveys; Universities; Income; Private Financial Support; Donors; Alumni; Fund Raising; Public Relations; Educational Trends; Educational Indicators; Institutional Mission; Cluster Grouping; Case Studies; Investment; Educational Finance; Foreign Countries; United Kingdom

-
- 13.

[Preparing Future Leaders in **Higher Education**: Excellence Practices from Staff to Mid-Level Management Role Transitions](#)

Dissertation/ Thesis

By: Little, Erica Sherese. ProQuest LLC, Ed.D. Dissertation, Pepperdine University. 2016 225 pp. (ED570826)

Mid-level leadership is key to a functioning university and it is important that mid-level leaders feel they have the tools and resources they need in order to succeed. To be successful in a new mid-level leadership position, entering supervisors must clearly communicate a strong sense of vision, values, and principles to their staff and establish positive relationships to encourage inclusivity, support, and effectiveness. The purpose of this study was to determine what **higher education** institutions can do to prepare staff for a successful transition into mid-level management and leadership roles successfully. This purpose was achieved by identifying successes and challenges that current mid-level leaders at **higher education** institutions have experienced while transitioning into their current or past roles, and examining how they were able to successfully employ their leadership and navigate pitfalls in their new mid-level leadership positions. Data were collected from 15 mid-level leaders in **higher education** in the form of a 13-question, semi-structured interview format, which focused on their past recollections of transitioning into a mid-level leadership role. The key findings of the study yielded 54 themes that answered 4 research questions. In particular, being a supervisor and a colleague was the primary challenge associated with mid-level leadership. Additionally, study participants indicated that having a comprehensive training/onboarding program, specifically for mid-level leaders, would allow for a better chance of a successful mid-level transition into a new campus environment or department. As a result of the study findings, a framework of advice emerged for aspiring and current mid-level leaders

transitioning into a new mid-level role and suggestions for effective initiatives that **higher education** institutions could employ was provided to assist in helping a new mid-level leader successfully transition into one's role. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en-US/products/dissertations/individuals.shtml>], Database: ERIC

Subjects: Semi Structured Interviews; Administrator Attitudes; Leadership Role; Middle Management; Administrator Effectiveness; Administrator **Education**; Interpersonal Relationship; Leadership Training; **Higher Education**; Departments



-
- 14.

Mentoring Excellence in the Kinesiology Academy. National Association of Kinesiology in Higher Education 35th Dudley Allen Sargent Commemorative Lecture 2016

Academic Journal

By: Knudson, Duane. Quest, v68 n2 p151-158 2016. (EJ1097279)

This article from the 35th Dudley Allen Sargent Lecture addresses the importance of senior faculty in kinesiology providing holistic guidance to tenure-track faculty to foster **excellence** in the field. The importance of holistic mentoring of all three faculty roles in **higher education** is illustrated using research on teaching and learning biomechanics, by evaluating the quality of evidence in research reports, and by the need for high-quality service in journal peer review and other professional service roles. Collective support, mentoring, and the recognition of **excellence** of faculty peers may promote the advancement of knowledge and elevate the recognition of kinesiology in the academy and the world., Database: ERIC

Subjects: Kinetics; Biomechanics; Mentors; Holistic Approach; Guidance; College Faculty; Tenure; Teacher **Education**; **Higher Education**; Knowledge Base for Teaching; Teacher Effectiveness; Educational Quality; Educational Research; Scholarship; Evidence Based Practice



-
- 15.

Excellence for All: A Nietzschean-inspired approach in professional higher education.

Academic Journal

By: Joosten, Henriëtte. Educational Philosophy & Theory. Dec2015, Vol. 47 Issue 13/14, p1516-1528.

13p. Abstract: Europe's objectives of economic growth and job creation require large numbers of professionals who are willing and able to innovate and rise above themselves. In this article, a concept of **excellence** is developed that can be broadly applied in professional **higher education**. This concept of **excellence** derives from three concepts which the German philosopher Friedrich Nietzsche developed in *The Gay Science* (2001/1887): self-transcendence, self-control and self-styling. By starting with Nietzsche's radical thoughts, the author aims to grasp the probabilities and challenges of preparing all students for their professional future. Several proposals for educational practice are outlined based on this perspective of '**excellence** for all'. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/00131857.2014.963491. (AN: 111594131), Database: Education Research Complete

Subjects: Professional **education**; **Education** methodology; History of philosophy of **education**; Self (Philosophy); **Excellence** -- Social aspects; Self-control; **Education** -- Netherlands; Nietzsche, Friedrich Wilhelm, 1844-1900

- 16.

[Rethinking **Excellence**: Black Male Success and Academic Values in **Higher Education**.](#)

Academic Journal

By: Hotchkins, Bryan K.; Dancy II, T. *Elon. Spectrum: A Journal on Black Men*. Autumn 2015, Vol. 4 Issue 1, p73-98. 26p. Abstract: This research uses a qualitative case study approach to explore how African American male collegians embody and perform various forms of **excellence** within a predominantly White institution (PWI). Analyzing data on high-achieving Black males with **excellence** theory (Prakash & Waks, 1985), the study is anchored in three themes implicating current notions of **excellence in higher education**: 1) major focus as the "major focus," 2) Black + male + nerd = academic anomaly, and 3) intergenerational fulfillment. The authors argue that participants' experiences with anti-Black racism, which required resilience, fostered **higher** ordered critical thinking, advanced the path to self-actualization, and reinforced a commitment to social justice, comprise collegiate **excellence** outcomes. Hence, the authors' focus additionally allows for an exposure of the biases revealed amid institutional disregard of these developments. The authors conclude with a critical discussion of **higher education** purpose and, subsequently, myopic institutional perspectives on college student **excellence**. [ABSTRACT FROM AUTHOR] DOI: 10.2979/spectrum.4.1.05. (AN: 114260761), Database: SocINDEX with Full Text

Subjects: **EDUCATION**; Educational change; Academic achievement; African American men; **Higher education** -- Study & teaching; Information services in **education**



-
- 17.

[Engaging for **Excellence**: Alumni Relations Programmes in European **Higher Education**. ICARS Report 2016](#)

Report

By: Council for Advancement and Support of **Education**. Council for Advancement and Support of **Education**. 2015 16 pp. (ED569705)

The 2016 ICARS survey reports on data collected September 2015 to November 2015 in the International CASE Alumni Relations Survey. The findings are drawn from 84 responding institutions across 12 European countries. 76 percent of respondents are from the UK and 24 percent are from other European countries. ICARS emphasises the link between alumni relations programmes and alumni engagement in terms of three success measures: the number of alumni attending events, the number of volunteers and the subsequent number of donors.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: **Higher Education**; Alumni; Institutional Advancement; Public Relations; Organizational Communication; Program Development; Program Effectiveness; Program Content; Benchmarking; School Surveys; Institutional Characteristics; Correlation; Predictor Variables; Foreign Countries; United Kingdom

-
- 18.

[Design Principles for Equity and **Excellence** at Hispanic-Serving Institutions. PERSPECTIVAS: Issues in **Higher Education** Policy and Practice. Issue No. 4, Spring 2015](#)

Report

By: Malcom-Piqueux, Lindsey E.; Bensimon, Estela Mara; American Association of Hispanics in **Higher Education** (AAHHE). American Association of Hispanics in **Higher Education**. 2015 16 pp. (ED571018) Hispanic-Serving Institutions (HSIs) shoulder unique responsibilities, including the **education** of post-traditional student populations, while facing distinct resource-related challenges. Any efforts to assess the performance of HSIs must be done with these facts in mind. This brief offers design principles for equity and **excellence** at HSIs that can be used to assess the extent to which these institutions are truly serving Latino/a students. These design principles, along with the tools offered to enact them, draw upon the work of the Center for Urban **Education** (CUE), particularly the Equity Scorecard[™] and the STEM Toolkit. The aim of this brief is to help make the "Hispanic-Serving" designation more meaningful to students and their families, **higher education** practitioners, institutional leaders, and policymakers, and to inform ongoing dialogue on what it means to be authentically Hispanic-Serving. [For Issue No. 3, see ED571020.]

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Hispanic American Students; Equal **Education**; Educational Quality; Educational Practices; **Higher Education**; School Culture; Design; Institutional Mission; Administrator Role; Teacher Role; Evaluation; Leadership Responsibility

- 19.

[Defining and Measuring Teaching Excellence in Higher Education in the 21st Century.](#)

Academic Journal

By: De Courcy, Eileen. College Quarterly. Winter2015, Vol. 18 Issue 1, p2-2. 1p. Abstract: The article presents an examination of **higher education** literature to determine the frameworks/definitions and methods for defining and measuring teaching **excellence** and for investigating the utility of these performance measurement tools. Topics covered include measuring teaching effectiveness, measures of faculty performance such as student rating, peer review of teaching and self-evaluation or report. (AN: 108500596), Database: Education Research Complete

Subjects: Teacher effectiveness; Effective teaching; Student evaluation of teachers; Teacher evaluation; Employee reviews

[HTML Full Text](#)

- 20.

[Initiatives for Change in Korean Higher Education: Quest for Excellence of World-Class Universities](#)

Academic Journal

By: Kang, Jean S.. International **Education** Studies, v8 n7 p169-180 2015. (EJ1070790)

The establishment of World-Class Universities (WCUs) is noted as a paramount development in the realm of international **higher education**. The integration of **higher education** into a more international scheme has enabled for **higher education** institutions (HEIs) to have a broader impact on the states and their respective citizens. This study examines the current environment of the **higher education** system, as well as the important factors that have contributed to placing WCUs at the center of international **higher education** policies. In particular, this study will analyze the policies and practices of the Republic of Korea that have been created to establish globally competitive HEIs. The Brain Korea 21 Projects, the WCU Project, and global rankings have contributed to the nation's ongoing quest for **excellence** in tertiary **education**. As HEIs in Korea continuously enhance their international status in the field of **higher education**, it becomes increasingly important to review and provide insights on globally competitive institutions as well as **higher education** reforms that have been applied to Korean universities.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Foreign Countries; Educational Change; Reputation; **Higher Education**; **Excellence in Education**; Educational Policy; Educational Practices; Competition; Student Recruitment; Knowledge Economy; International **Education**; Program Descriptions; Qualitative Research; Literature Reviews; South Korea

- 21.

Leadership Practices for Interfaith Excellence in Higher Education.

Periodical

By: PATEL, EBOO; BAXTER, KATIE BRINGMAN; SILVERMAN, NOAH. **Liberal Education**. Winter/Spring2015, Vol. 101 Issue 1/2, p48-53. 6p. 2 Color Photographs. Abstract: The author discusses the leadership practices in **higher education** for interfaith **excellence**. Topics discussed include importance of interfaith engagement for ensuring that American colleges and universities deliver the liberal **education** goals, aim of the Liberal **Education** and America's Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U) of making liberal **education** available to all students and **higher education's** mission as a social institution. (AN: 108335356), Database: Education Research Complete

Subjects: Aims & objectives of general **education**; Association of American Colleges & Universities; Educational leadership -- United States; **Higher education** -- United States; Universities & colleges -- United States

○



○

PDF Full Text (3.7MB)

- 22.

Academic Journal

Title:

[What's the Future of Public Higher Education? A Review Essay on Gary C. Fethke and Andrew J. Policano's Public No More: A New Path to Excellence for America's Public Universities](#)

Author: Ehrenberg, Ronald G.

Author Affiliation: Cornell U

Source: Journal of Economic Literature, December 2014, v. 52, iss. 4, pp. 1142-50

Publication Date: December 2014

Abstract: Gary Fethke and Andrew Policano's book *Public No More: A New Path to Excellence* for America's Public Universities paints a picture of a future for public research universities that is very different than what many people will want to see. Their message is that the financial and governance models under which public universities have operated have broken down and that new models are required. While I do not always agree with their prescriptions, I argue that private research universities face many of the same issues as their public counterparts and that this book deserves to be widely read by all people concerned with the future of American **higher education**.

ISSN: 00220515

Publication Type: Journal Article

Digital Object Identifier: <http://dx.doi.org/10.1257/jel.52.4.1142>

Availability: <http://www.aeaweb.org/jel/index.php>

Update Code: 20141201

AN: 1469329

Copyright: Copyright of Journal of Economic Literature is the property of American Economic Association and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use., Database: EconLit with Full Text

Subjects: State and Local Government: Health; Education; Welfare; Public Pensions ; Educational Finance; Financial Aid ; Higher Education; Research Institutions ; Education: Government Policy

PDF Full Text

- 23.

Fairness in Access to **Higher Education** in a Global Perspective: Reconciling **Excellence**, Efficiency, and Justice.

Review

By: Schuetze, Hans G. Studies in the **Education** of Adults. Autumn2014, Vol. 46 Issue 2, p237-238. 2p. (AN: 101552130), Database: Education Research Complete

Subjects: Right to **education**; **Higher education**; Nonfiction; Fairness in Access to **Higher Education** in a Global Perspective Reconciling **Excellence**, Efficiency & Justice (Book); Meyer, Heinz-Dieter; St. John, Edward P.; Chankseliani, Maia; Uribe, Lina

HTML Full Text

- 24.

Considering Teaching **Excellence** in **Higher Education**: 2007-2013. A Literature Review since the CHERI Report 2007. HEA Research Series

Report

By: Gunn, Vicky; Fisk, Anna; **Higher Education** Academy (HEA) (United Kingdom). **Higher Education** Academy. 2014 61 pp. (ED561354)

This research review explores both the research and the grey literature on university teaching **excellence** with a specific remit to update an earlier review, "**Excellence** in Teaching and Learning: a review of literature for the **Higher Education** Academy". Little, B., et al (2007) The two main aims are: (1) to suggest further areas of research through a scholarly summary and critique of available literature produced on teaching **excellence** since the CHERI Report in 2007; and (2) to offer pragmatic suggestions in considering teaching **excellence**, teacher **excellence** and excellent student learning, thereby suggesting areas requiring policy development. [A bibliography is included.], Database: ERIC

Subjects: Foreign Countries; **Higher Education**; College Instruction; Instructional Effectiveness; Literature Reviews; Colleges; Teacher Effectiveness; College Faculty; Australia; Canada; New Zealand; United Kingdom; United States



- 25.

Inclusion, innovation and **excellence**: **Higher education** in South Africa and its role in social development.

Academic Journal

By: Soudien, C. South African Journal of **Higher Education**. 2014, Vol. 28 Issue 3, p907-922. 16p. (AN: 110022386), Database: Education Research Complete

Subjects: Social development; Unemployment; AIDS; **Higher education** -- South Africa; Progressivism; HIV infections

[PDF Full Text](#) (1.8MB)

- 26.
-

[In Pursuit of Excellence? Discursive Patterns in European Higher Education Research](#)

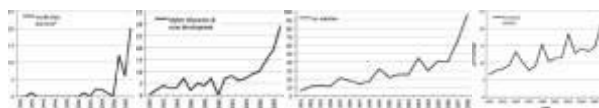
Academic Journal

By: Ramirez, Francisco O.; Tiplic, Dijana. **Higher Education: The International Journal of Higher Education** and Educational Planning, v67 n4 p439-455 May 2014. (EJ1036742)

European **higher education** is awash with educational reform initiatives that purport to transform universities into better-managed **higher** quality organizations that more directly contribute to national development. This exploratory study examines patterns of research discourse in **higher education** in Europe. We argue that these patterns are changing in the direction of greater isomorphism with globally favored models of the university. First, we show some global trends that reveal the rise of "world class universities" and "**higher education** and development" discourse. Next, we analyze discursive shifts in European **higher education** research publications in the period between 1990 and 2009. Our initial analysis of these publications shows changes in the expected direction: we find a growing emphasis on management, organization, and quality and less emphasis on student access to **higher education**, an earlier equity concern. We propose further research to see whether **higher education** has become a more consolidated research field over time, perhaps suggesting an erosion of the historical legacies that often informed **higher education** systems and universities in Europe. Lastly, we briefly reflect on the implications of influential world models on comparative studies of **higher education**., Database: ERIC

Subjects: Foreign Countries; Educational Change; **Higher Education**; Educational Quality; Equal **Education**; Access to **Education**; Educational Research; Discourse Analysis; Publications; Educational Administration; Comparative **Education**; Educational History

- [Show all 8 images](#) 



- [Show fewer images](#)
-

[PDF Full Text](#)

- 27.
-

[Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education \(2nd ed.\).](#)

Review

By: Johnston, Marc P. Journal of College Student Development. May2014, Vol. 55 Issue 4, p427-429. 3p. (AN: 96403176), Database: Education Research Complete

Subjects: **Higher education** -- Evaluation; Nonfiction; Assessment for **Excellence: The Philosophy & Practice of Assessment & Evaluation in Higher Education** (Book); Astin, Alexander W.; Antonio, Anthony Lising



- 28.

Teaching **Excellence in Higher Education**.

Review

By: Anand, Arpeeta. Indian Journal of Open Learning. 2014, Vol. 23 Issue 1/2, p75-77. 3p. (AN: 111434811), Database: Education Research Complete

Subjects: **Higher education** -- Study & teaching; Nonfiction; Teaching **Excellence in Higher Education** (Book); Gregory, Marshall



-
- 29.

The Times **Higher Education** ranking product: visualising **excellence** through media.

Academic Journal

By: Stack, Michelle L. Globalisation, Societies & **Education**. Nov2013, Vol. 11 Issue 4, p560-582. 23p. Abstract: This paper will examine the Times **Higher Education's** (THE) World University Rankings as a corporate media product. A number of empirical studies have critiqued the methodology of the THE, yet individuals, **Higher Education** Institutions (HEIs) and governments continue to use them for decision-making. This paper analyses the influence of rankings through the concepts of mediatization and visualisation. To this end, this paper will examine how media defines **excellence** in HEIs through rankings, and how HEIs use rankings to define themselves within a competitive educational marketplace. [ABSTRACT FROM PUBLISHER] DOI: 10.1080/14767724.2013.856701. (AN: 92049888), Database: Education Research Complete

Subjects: **Education** policy; **Higher education** research; Ratings & rankings of universities & colleges; Mass media & **education**; **Higher education**; Adults; Times **Higher Education**, The (Periodical)



-
- 30.

Advancing **Higher Education** as a Field of Study: In Quest of Doctoral Degree Guidelines-- Commemorating 120 Years of **Excellence**

Book

By: Freeman, Sydney, Jr.; Hagedorn, Linda Serra; Goodchild, Lester. Stylus Publishing LLC. 2013 350 pp. (ED573622)

Where is **higher education** as a field of study going in this century? How will **higher education** program leaders design and sustain their degree programs' vitality in the face of perennial challenges from inside and outside the academy? While in 1979 the Council for the Advancement of Standards in **Higher Education** (CAS) defined standards for student affairs master's level preparation, and while 2010 saw the adoption of guidelines for **higher education** administration and leadership preparation programs at the master's degree level, there still are, however, no guidelines that address **higher education** leadership doctoral programs, despite increasing demands for assessment and evaluation. This book suggests that **higher education** administration doctoral degree guidelines are a critical next step in advancing their program quality and continuity. It offers a review of the field's history, the condition of its

higher education programs, developments from the student affairs specialization and its guidelines, and a multi-chapter dialogue on the benefits or disadvantages of having guidelines. At a time of urgency to prepare the next generation of **higher education** faculty and leaders, this book sets out the parameters for the debate about what the guidelines should cover to ensure the appropriate and effective preparation of students. It also offers a useful framework for enriching the knowledge of deans, chairs, program coordinators and faculty who are engaged in program design, assessment, and revision. It will also be of interest to policymakers, the personnel of accrediting agencies, and not least graduate students within **higher education** preparation programs. All the contributors to this volume have the exemplary expertise, leadership experience, and a close association with **higher education** guidelines and standards, and have extensively contributed to the literature on **higher education**. Following the Introduction and Overview (Sydney Freeman, Jr., Linda Serra Hagedorn, Lester F. Goodchild, and Dianne A. Wright), this book is divided into three parts. Part 1, History and the Contemporary Condition of **Higher Education** as a Field of Study, contains the following chapters: (1) **Higher Education** as a Field of Study: Its History, Degree Programs, Associations, and National Guidelines (Lester F. Goodchild); and (2) Contemporary Condition of **Higher Education** Programs in the United States and Canada: An Initial 2012 Report (Adrienne E. Hyle and Lester F. Goodchild). Part 2, Existing **Higher Education** Program Guidelines Considerations contains the following chapters: (3) Professional Competencies and Standards of Practice: The Student Affairs Perspective From the Student Affairs Administrators in **Higher Education**, College Student Educators International, and Council for the Advancement of Standards in **Higher Education** (David C. DiRamio); (4) The Council for the Advancement of Standards in **Higher Education** and the Role of Standards in Professional Practice (Laura A. Dean and Ginny M. Jones); (5) Council for the Advancement of **Higher Education** Programs' Master's Degree Guidelines for **Higher Education** Administration Programs (Dianne A. Wright and Adrienne E. Hyle); Appendix: A Commitment to Quality: Guidelines for **Higher Education** Administration and Leadership Preparation Programs at the Master's Degree Level (2010); and (6) Academic Freedom and Empowerment Under CAHEP Guidelines: The Case of East Carolina University (Crystal R. Chambers). Part 3, Implications for **Higher Education** Administration Degree Programs' Possible Movement Toward Doctoral Degree Guidelines, contains the following chapters: (7) Toward a Theoretical Framework for the Doctorate in **Higher Education** Administration (Sydney Freeman, Jr., and Frances Kochan); (8) The Evolution of Community College Administration and Leadership Programs: The Question of Doctoral Degree Guidelines (Linda Serra Hagedorn and Agustina Veny Purnamasari); Appendix: Community College Leadership Programs Across Universities; (9) Standards, Success, and the Carnegie Project on the **Education** Doctorate: A Foucauldian Examination of Best Practices for Doctoral Programs in **Education** (Jeni Hart and Eric S. Ludwig); (10) Program Specification or Collaboration: Which Way Toward Quality and Survival? (Carol L. Colbeck and Erica M. Southworth); (11) The Core Knowledge of **Higher Education** (Robert M. Hendrickson); and (12) The Future of **Higher Education** Administration Preparation Program Guidelines and Their Implementation (Dianne A. Wright and Sydney Freeman, Jr.). An afterword, A Critical Moment in the Study of **Higher Education** Administration (Sydney Freeman Jr., Linda Serra Hagedorn, Lester F. Goodchild, and Dianne A. Wright) and index are included. [Foreword by Lisa Wolf-Wendel and Acknowledgments by Sydney Freeman, Jr.], Database: ERIC

Subjects: **Higher Education**; Intellectual Disciplines; Doctoral Degrees; Guidelines; College Preparation



- 31.

Fairness in Access to **Higher Education** in a Global Perspective Reconciling **Excellence**, Efficiency, and Justice.

Review

By: Hughes, Jonathan. Widening Participation & Lifelong Learning. Fall2013, Vol. 15 Issue 4, p81-84. 4p. Abstract: The article reviews the book "Fairness in Access to **Higher Education** in a Global Perspective Reconciling **Excellence**, Efficiency, and Justice" edited by H-D. Meyer, E.P. St. John, M.

Chankseliani, and L. Uribe. DOI: 10.5456/WPLL.15.4.81. (AN: 92887156), Database: Education Research Complete

Subjects: Right to **education**; **Higher education**; Social justice; Nonfiction; Fairness in Access to **Higher Education** in a Global Perspective Reconciling **Excellence**, Efficiency & Justice (Book); Meyer, H-D.; St. John, Edward P.; Chankseliani, Maia; Uribe, Lina

[PDF Full Text](#) (43KB)

- 32.

[Institutional Research in the Future: Challenges Within **Higher Education** and the Need for **Excellence** in Professional Practice.](#)

Academic Journal

By: Calderon, Angel; Mathies, Charles. New Directions for Institutional Research. Spring2013, Vol. 2013 Issue 157, p77-90. 14p. Abstract: The upcoming challenge for **higher education** institutions (HEIs) globally is how to respond to an increasing variety of societal needs but with fewer public resources and increased accountability demands. In this chapter we draw attention to the central role institutional research (IR) professionals play in positioning HEIs in a competitive and globalized environment, and the need for them to have a well-developed set of skills (both generic and specialized) to provide and inform the decision-making process. We conclude by posing some questions to consider for the practice of IR into the future. [ABSTRACT FROM AUTHOR] DOI: 10.1002/ir.20040. (AN: 87622952), Database: Education Research Complete

Subjects: **Higher education** research; Problem solving; Postsecondary **education**; Tuition tax credits; Educational accountability

[PDF Full Text](#) (80KB)

- 33.

[Excellence in Business Education \(A "FRUCE" Model for **Higher Education** Commission-Recognized Business Schools in Pakistan\)](#)

Academic Journal

By: Kolachi, Nadir Ali; Mohammad, Jan. American Journal of Business **Education**, v6 n3 p311-320 2013. (EJ1054412)

The paper develops a new model of the essential factors required to be a top business school in the world for the benefit of schools recognized by the **Higher Education** Commission (HEC) in Pakistan. Globally, top business schools are those that excel in research, attract strong faculty, and successfully foster student development. The present research considers these factors in relation to HEC recognition; HEC's stringent criteria are disliked by many educational entrepreneurs, for whom the profit motive can sometimes trump the delivery of high-quality programs, resulting in the awarding of spurious degrees. HEC's criteria are intended to prevent situations like this, which became increasingly common in Pakistan and reduced educational quality. Under HEC recognition, top business schools and programs can once again be recognized. However, many business schools in Pakistan still have unqualified faculty, poor student development, and little or no research output. The present study shows that business schools in Pakistan can only survive if they explicitly or implicitly follow criteria based on the Faculty, Research, Use of Technology, Corporate Office, and Extracurricular Activities (FRUCE) model presented herein. The main motivation for presenting the FRUCE model is to help Pakistani business schools meet international standards. As context, this research also reports on the slow progress of some universities in achieving adequacy in the areas included in the FRUCE model, including not only the areas mentioned above but also administration/governance and advising. The FRUCE model has the ability to address all these areas.

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: Business Administration **Education**; **Excellence** in **Education**; Foreign Countries; Reputation; **Higher Education**; Evaluation Criteria; Institutional Evaluation; College Faculty; Teacher Qualifications; Educational Quality; Models; Extracurricular Activities; Research; Technology Integration; Standards; International **Education**; Governance; Academic Advising; Educational Technology; Information Technology; Faculty Publishing; Corporate **Education**; Qualitative Research; Questionnaires; Pakistan

- 34.

[Rankings and the reshaping of higher education: the battle for world-class excellence](#), by Ellen Hazelkorn.

Review

By: Marginson, Simon. Journal of **Higher Education** Policy & Management. Oct2012, Vol. 34 Issue 5, p557-560. 4p. Abstract: The article reviews the book "Rankings and the reshaping of **higher education**: the battle vor world-class **excellence**," by Ellen Hazelkorn. DOI: 10.1080/1360080X.2012.715993. (AN: 80441153), Database: Education Research Complete

Subjects: **Higher education**; Nonfiction; Rankings & the Reshaping of **Higher Education**: The Battle for World-Class **Excellence** (Book); Hazelkorn, Ellen

[PDF Full Text](#) (76KB)

- 35.

[The Dilemma and Solutions for the Conflicts Between Equality and Excellence in the Massification of Higher Education in Taiwan](#).

Academic Journal

By: Hsiou-Huai, Wang. Chinese **Education** & Society. Sep-Dec2012, Vol. 45 Issue 5/6, p82-98. 17p. Abstract: Equality and **excellence** are two core values underlying many educational endeavors; however, they are often in conflict and controversy. This article intends to examine the dilemma created by such controversies in the context of massification of **higher education** in Taiwan and attempt to provide solutions from both the theoretical and policy dimensions so that the constant conflict between equality and **excellence** can be reconciled. [ABSTRACT FROM AUTHOR] (AN: 85985275), Database: Education Research Complete

Subjects: Conflict management; Educational equalization; Taiwan; Academic achievement -- Taiwan; **Higher education** -- Taiwan; Dilemma

[PDF Full Text](#) (534KB)

- 36.

[Diversity and Excellence in Higher Education: Is There a Conflict?](#)

Academic Journal

By: Ghosh, Ratna. Comparative **Education** Review. Aug2012, Vol. 56 Issue 3, p349-365. 17p. Abstract: The article considers the relationships between equal opportunity, diversity, and academic **excellence** in **higher education** settings as they relate to issues of globalization and cultural expansion. The author reflects on the practice of preferential admission to institutions of **higher** learning and argues that diversity and quality of **education** have become linked in 21st century **education**. She compares the impact of increasing diversity within educational environments of Canada, the U.S., and India. Other topics explored include perceived tension between cultural identities, the meaning of academic

excellence, and suggestions for overcoming the challenges of diversity in **education**. (AN: 77664215), Database: Education Research Complete

Subjects: Affirmative action programs in **education**; Educational equalization; Comparative **education**; Aims & objectives of **education**; Aims & objectives of **higher education**; **Education** & globalization; Educational quality; Discrimination in **education**; Multiculturalism

[PDF Full Text](#) (127KB)

- 37.

[The Promotion of Teaching Excellence in Higher Education: A Comparison of the Australian and New Zealand Approaches.](#)

Academic Journal

By: Abbott, Malcolm. **Education** Research & Perspectives. Jun2012, Vol. 39 Issue 1, p24-41. 18p.
Abstract: In this paper a comparison is made between the structure and operations of the Australian Learning and Teaching Council and the Ako Aotearoa National Centre for Tertiary Teaching **Excellence** of New Zealand. Both of these organisations were established in the mid 2000s and were created at a time when **higher education** institutions in both countries were attempting to increase their research profiles in response to changing funding criteria. Although the two organisations were established for similar reasons they did not operate in quite the same fashion and with the same degree of focus. Instead large differences in the scale of funding has meant that the Australian agency undertakes far more activities than its New Zealand counterpart, although the relative influence of the two bodies in their respective jurisdictions is similar. [ABSTRACT FROM AUTHOR] (AN: 79555651), Database: Education Research Complete

Subjects: Learning; **Higher education**; Economic development; Teaching; New Zealand; Finance



-
- 38.

[Impact of Excellence Programs on Taiwan Higher Education in Terms of Quality Assurance and Academic Excellence, Examining the Conflicting Role of Taiwan's Accrediting Agencies](#)

Academic Journal

By: Hou, Angela Yung-chi. Asia Pacific **Education** Review, v13 n1 p77-88 Mar 2012. (EJ958706)
Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) was established in 2005 and began to accredit 76 four-year comprehensive universities and colleges in Taiwan in 2006. Commissioned officially with a dual mission, HEEACT has been encouraged to conduct various ranking research projects, including global and national ones starting in 2007. One of the HEEACT's most influential rankings is "Performance Ranking of Scientific Papers for World Universities." Given the fact that more and more national accrediting bodies are developing ranking systems, these dual roles like in the HEEACT case have led to many discussions and raised severe criticism in the quality assurance community due to their different aims and approaches. Therefore, the purposes of the paper are to provide an understanding of the functions of varying quality assessment tools in **higher education**, to analyze their impact on Taiwan **higher education** and to examine the conflicting roles of HEEACT while conducting both accreditation and rankings over the institutions that have been granted the two major national Research and Teaching **Excellence** Programs., Database: ERIC

Subjects: **Higher Education**; Foreign Countries; Accreditation (Institutions); Quality Assurance; Research Projects; Educational Assessment; Educational Quality; Taiwan



-
- 39.

[Ellen Hazelkorn, rankings and the reshaping of higher education: the battle for world-class excellence](#), Palgrave Macmillan, 2011.

Review

By: Sheil, Tony. **Higher Education** (00181560). Mar2012, Vol. 63 Issue 3, p397-399. 3p. Abstract: A review of the book "Rankings and the Reshaping of **Higher Education: The Battle for World-Class Excellence**," by Ellen Hazelkorn is presented. DOI: 10.1007/s10734-011-9495-y. (AN: 70715221), Database: Education Research Complete

Subjects: Ratings & rankings of universities & colleges; Nonfiction; Rankings & the Reshaping of **Higher Education: The Battle for World-Class Excellence** (Book); Hazelkorn, Ellen

[PDF Full Text](#) (91KB)

- 40.

[The Promotion of Teaching Excellence in Higher Education: A Comparison of the Australian and New Zealand Approaches](#)

Academic Journal

By: Abbott, Malcolm. **Education Research and Perspectives**, v39 p24-41 2012. (EJ978482)
In this paper a comparison is made between the structure and operations of the Australian Learning and Teaching Council and the Ako Aotearoa National Centre for Tertiary Teaching **Excellence** of New Zealand. Both of these organisations were established in the mid 2000s and were created at a time when **higher education** institutions in both countries were attempting to increase their research profiles in response to changing funding criteria. Although the two organisations were established for similar reasons they did not operate in quite the same fashion and with the same degree of focus. Instead large differences in the scale of funding has meant that the Australian agency undertakes far more activities than its New Zealand counterpart, although the relative influence of the two bodies in their respective jurisdictions is similar. (Contains 7 endnotes and 3 tables.), Database: ERIC

Subjects: Instructional Effectiveness; Improvement Programs; Instructional Improvement; Comparative Analysis; Comparative **Education**; Operations Research; Institutional Characteristics; Institutional Mission; Governance; **Higher Education**; Change Strategies; Educational Change; Organizational Objectives; Organizational Theories; Foreign Countries; Australia; New Zealand



-
- 41.

[Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence.](#)

Review

By: Cashell, Patrick. **Tertiary Education & Management** (Routledge). Dec2011, Vol. 17 Issue 4, p373-375. 3p. Abstract: The article reviews the book "Rankings and the Reshaping of **Higher Education: The Battle for World-Class Excellence**," by Ellen Hazelkorn. DOI: 10.1080/13583883.2011.601753. (AN: 67344102), Database: Education Research Complete

Subjects: **Higher education**; Nonfiction; Rankings & the Reshaping of **Higher Education: The Battle for World-Class Excellence** (Book); Hazelkorn, Ellen



-
- 42.

Catholic Schools as Schools of Academic Excellence: A Summary of the Third Catholic Higher Education Collaborative Conference Proceedings.

Academic Journal

By: Weitzel-O'Neill, Patricia; Torres, Aubrey Scheopner. Catholic **Education**: A Journal of Inquiry & Practice. Sep2011, Vol. 15 Issue 1, p72-86. 15p. Abstract: This article summarizes the content and outcomes of the third Catholic **Higher Education** Collaborative Conference (CHEC), cosponsored by the Roche Center for Catholic **Education** at Boston College and the Center for Catholic School Leadership at Fordham University. The conference focused on how Catholic **higher education** can assist in developing and supporting essential components necessary for achieving academic **excellence** in Pre-K-12 Catholic schools. The working conference featured guest speakers who provided substantive content that invited participants to examine critically and reflect upon focus questions related to academic **excellence**. A summary of the presentations and table conversations, along with the final recommendations from the participants and follow-up steps that have taken place as a result, are reported. [ABSTRACT FROM AUTHOR] (AN: 66194776), Database: Education Research Complete

Subjects: Conferences & conventions; Catholic schools; Academic achievement; Catholic universities & colleges; Boston College

[PDF Full Text](#) (168KB)

- 43.

Rankings and the reshaping of higher education: the battle for world class excellence.

Review

By: Morris, Huw. Studies in **Higher Education**. Sep2011, Vol. 36 Issue 6, p741-742. 2p. Abstract: The article reviews the book "Rankings and the Reshaping of **Higher Education**: The Battle for World Class **Excellence**," by Ellen Hazelkorn. DOI: 10.1080/03075079.2011.617636. (AN: 67043848), Database: Education Research Complete

Subjects: **Higher education**; Nonfiction; Rankings & the Reshaping of **Higher Education**: The Battle for World-Class **Excellence** (Book); Hazelkorn, Ellen

[PDF Full Text](#) (35KB)

- 44.

Higher Education Research and the Scholarship of Teaching and Learning: The Pursuit of Excellence.

Academic Journal

By: Brew, Angela. International Journal for the Scholarship of Teaching & Learning. 2011, Vol. 5 Issue 2, p1-4. 4p. Abstract: The author discusses several issues concerning related to rewarding scholarly activities in teaching. She suggests the need to give attention on the publication of scholarly work in teaching and learning to achieve the status of research **excellence**. She encourages educators to develop the highest standards of professional scholarship when investigating their teaching and to share their ideas with others. (AN: 65561825), Database: Education Research Complete

Subjects: Learning & scholarship; Teaching methods; Educational standards; **Higher education** research; Educators -- Universities & colleges

[PDF Full Text](#) (138KB)

-
- 45.

Academic Journal

Title:

[Building Excellence in Higher Education: An Overview of Faculty Participation in Mumbai City, India](#)

Author: Sunny, Dolly; Srivastava, Shagun

Author Affiliation: U Mumbai; U Mumbai

Source: Journal of Social and Economic Policy, June 2011, v. 8, iss. 1, pp. 145-64

Publication Date: June 2011

Abstract: Though Maharashtra has the second highest female literacy rate (68 per cent) in India, a wide gap in terms of male-female literacy rates in the state gets reflected in the lower female status of work participation as teachers in the sector of **higher education**. By taking into account the heavy concentration of educational institutions in Mumbai, the capital city of Maharashtra, which have created vast employment opportunities for the educated workforce, male-female comparative study on factors highlighting the nature of work participation portrays some important findings on the basis of which some policy measures are suggested.

Publication Type: Journal Article

Availability: http://www.serialsjournals.com/archives.php?journals_id=45

Update Code: 20150401

AN: 1492035, Database: EconLit with Full Text

Subjects: Higher Education; Research Institutions ; Education: Government Policy ; Economics of Gender; Non-labor Discrimination ; Professional Labor Markets; Occupational Licensing ; Economic Development: Human Resources; Human Development; Income Distribution; Migration ; Economic Development: Urban, Rural, Regional, and Transportation Analysis; Housing; Infrastructure ; Urban, Rural, Regional, Real Estate, and Transportation Economics: Regional Migration; Regional Labor Markets; Population; Neighborhood Characteristics

-
- 46.

[Evaluation of the Centres of Excellence in Higher Education.](#)

Academic Journal

By: Kettunen, Juha Matti. Tertiary **Education** & Management (Routledge). Jun2011, Vol. 17 Issue 2, p151-161. 11p. 1 Diagram, 1 Chart. Abstract: This study presents an evaluation of the centres of **excellence in higher education** in Finland. This approach is an example of enhancement-led evaluation aiming to improve the long-term development of **education**. The study presents the Degree Programme in Civil Engineering of the Turku University of Applied Sciences, which was awarded the distinction as a centre of **excellence**. The pedagogical development of the degree programme is essential to achieve high quality in operation and outcomes. The methods of active learning are efficient in engaging students in working life and improving learning outcomes. The results of this study are useful for those who want to improve the quality of **higher education**. [ABSTRACT FROM AUTHOR] DOI:

10.1080/13583883.2011.565790. (AN: 61156962), Database: Education Research Complete

Subjects: Higher education; Universities & colleges; Experiential learning; Civil engineering; Pedagogical content knowledge; Finland



-
- 47.

Rankings and the Reshaping of **Higher Education**: The Battle for World-Class **Excellence**

Book

By: Hazelkorn, Ellen. Palgrave Macmillan. 2011 240 pp. (ED528844)

University rankings have gained popularity around the world, and are now a significant factor shaping reputation. This book is the first comprehensive study of rankings from a global perspective, making an important contribution to our understanding of the rankings phenomenon. (Contains 17 figures, 17 tables and 4 illustrations.), Database: ERIC

Subjects: **Higher Education**; Reputation; Global Approach; Achievement Rating; Rating Scales; Institutional Characteristics; Institutional Evaluation; Classification; Competition



-
- 48.

Academic Journal

Title:

[Preparing an Application for a Higher-Education Teaching-Excellence Award: Whose Foot Fits Cinderella's Shoe?](#)

Author: Shephard, Kerry; Harland, Tony; Stein, Sarah; Tidswell, Toni

Author Affiliation: **Higher Education** Development Centre, U Otago; **Higher Education** Development Centre, U Otago; **Higher Education** Development Centre, U Otago; **Higher Education** Development Centre, U Otago

Source: Journal of **Higher Education** Policy and Management, February 2011, v. 33, iss. 1, pp. 47-56

Publication Date: February 2011

Abstract: We were interested in how preparing for a national teaching award influences those who subsequently receive awards and whether these influences expand **higher education's** exploration of teaching **excellence** or limit it. We explored these interests by conducting semi-structured telephone interviews with 10 awardees from five different countries and used an inductive approach to identify key themes from the transcripts. Three themes significant to our research interests did emerge relating to: variation in the how awardees conceptualised teaching **excellence** and of how they became excellent teachers; the nature of the changes undertaken by awardees during their award process; and awardees' perceptions of their particular award process, of its description of **excellence** and the extent to which particular award processes may elicit particular changes in awardees. We conclude that one award process may be better designed than others to enable **higher education** to explore teaching **excellence** but even those award processes that appear to impose particular notions of **excellence** on awardees do not necessarily succeed in doing so. We discuss the implications of this research to institutional learning and teaching policies.

ISSN: 1360080X

Publication Type: Journal Article

Availability: <http://www.tandfonline.com/loi/cjhe20>

Update Code: 20110301

AN: 1158521

Copyright: Copyright of Journal of **Higher Education** Policy & Management is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use., Database: EconLit with Full Text

Subjects: Related Disciplines

[PDF Full Text](#)

-
- 49.

Higher Education in Russia in the Twenty-first Century: Searching for Excellence.

Academic Journal

By: Smolentseva, Anna. World Studies in **Education**. 2011, Vol. 12 Issue 1, p41-59. 19p. Abstract: Globalization with its technological and economical challenges, a need to build a knowledge based economy require the development of human capital, advanced research interrelated with the system of tertiary education. The national framework of centralization, prevailing role of the government, historical division between teaching at universities and research in academies of sciences, joining Bologna process, demographic decline from the unique setting and shape a national way to the excellence. This article discusses some issues of the reform of Russian higher education: transition to the two-cycle degree system in the context of entry into the European higher education area; classification and access to higher education under increasing social inequalities and changing demographics; a pressure of intensification of research at universities along with institutional differentiation based on a selection of a group of leading institutions (national research universities and federal universities). The analysis suggests that Russia does not provide a relevant policy response to the emerging challenges so far and still lacks a systemic approach to the transformation in higher education and research. [ABSTRACT FROM AUTHOR] (AN: 76927835), Database: Education Research Complete

Subjects: Higher education; Human capital; Postsecondary education; Russia; Education -- Russia; Twenty-first century; Globalization; Economics



-
- 50.

Excellence and Diversity: The Emergence of Selective Admission Policies in Dutch Higher Education-- A Case Study on Amsterdam University College. Research & Occasional Paper Series: CSHE.15.10

Report

By: Reumer, Christoffel; van der Wende, Marijk; University of California, Berkeley, Center for Studies in Higher Education. Center for Studies in Higher Education. 2010 28 pp. (ED517761)

This paper explores the emergence of selective admission policies in Dutch university education. Such policies are being developed to promote excellence in a higher education system that is generally known to be "egalitarian" and increasingly criticized for a lack of differentiation. The changing policy context of admission in Dutch university education and its driving forces and rationales are discussed in the context of European-wide developments such as the Bologna Process. Especially the emergence of selective liberal arts colleges will be presented as a recent excellence initiative. A review of international trends, methods and criteria in selective admission (notably from systems with extensive experience in this field such as the USA), including historical pitfalls, provides an analytical framework for the discussion of the fostering of excellence in combination with the aim for diversity in the student population. The predictive value of selection methods and criteria used at Amsterdam University College (AUC) are evaluated against the study progress and performance of AUC students. This includes academic criteria such as GPA in secondary school, and AUC's use of interviews. Examining data from AUC's first entering class in 2009, the college has achieved enrolling students from different national and socioeconomic backgrounds. It is also achieving excellence in terms of study progress and academic performance, including an attrition rate of only 13 percent. The question is whether interviews generate sufficient added value, in particular with regard to the time and costs of this model and with a view to the risk of subjective interpretations of "soft variables" such as student motivation. The answer seems to be that interviews provide extra guidance to both the student and the institution as to whether the student is choosing the right study programme (and not so much as whether he or she is able to complete it successfully). Consequently, the combined model of selection on the basis of prior academic achievement at secondary school (GPA) and personal interviews will be continued. However, specific attention needs to be paid to the fact that the interviewer's estimate of academic performance seems to be less accurate to predict study success than the actual secondary school GPA (i.e. based on the

former more students could have been wrongly rejected than on the basis of the latter). (Contains 6 tables, 11 figures and 27 endnotes.)

[FULL TEXT FROM ERIC](#) , Database: ERIC

Subjects: **Higher Education**; Grade Point Average; Academic Achievement; Criteria; Program Effectiveness; Liberal Arts; Selective Admission; College Admission; Educational Policy; Colleges; Trend Analysis; Secondary Schools; Postsecondary **Education**; Interviews; Educational History; Undergraduate Study; Student Characteristics; Self Esteem; Communication Skills; Student Attrition; Netherlands